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Thesis

JOURNALISM: ITS PLACE IN THE SECONDARY SCHOOL SYSTEM

Submitted by

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CHAPTER I

SECONDARY SCHOOL JOURNALISM: INTRODUCTION

For many years publications have had a place in the high school, but not until the second decade of this century did courses in journalism become established in the secondary school. The movement for high school journalism was nearly parallel to the development of collegiate schools of journalism. The status of secondary school journalism has progressed so that it now has national prominence.

The purpose of this thesis is to present the place of journalism in the secondary school. It appears that this subject has not been adequately covered. From a local standpoint it is noted that there has been no such study made, prior to this one, in Boston University. There have been, however, studies made of a journalistic nature; such as the theses of Mr. A.T. Fairbanks and Professor Max. R. Grossman, dealing with publications and feature story writing, respectively.

From a national standpoint the Bibliographies of Research Studies in Education reveal the need of such a study. For these reasons the thesis may be regarded as having special significance and as a potential contribution to the field. It should be pointed out, however, that there have been, according to the Bibliographies of Research Studies in

Education, certain theses concerning secondary school journalism. But these were confined to secondary school journalism in the specific states where the studies were made. Secondary school journalism in California, for example, has been the subject of two theses. There have been other theses dealing with the subject on a state-wide basis in Missouri, Kansas and Oklahoma. The Bibliographies further reveal that there has been no research on the subject in the east with the exception of a few studies of publications.

With secondary school journalism so deeply entrenched it is strange that there is such a dearth of research studies dealing with its status. In view of the limited amount of work done on this problem the writer felt further treatment would be worthwhile. He was assured that, in so doing, he would not be duplicating the work of someone else. Since the problem had not been sufficiently investigated in previous work the author decided not to limit his subject to the past status of secondary school journalism but also to include other pertinent phases. Among these considerations he included: the opinions of modern editors, the objections, the justifications, the content, teaching, teachers, and relation of publications--as they pertained to the course in secondary school journalism.

The procedure employed in gathering the data for this thesis was of a diversified nature. It can be said, with

pardonable pride, that the author utilized every source and research tool of which he was cognizant. Working on the basis that the thesis should be objective in its methods the author gathered all the pertinent material available. The best material was carefully selected and used as a foundation for the thesis, obeying the cardinal principle that a thesis must be based on verifiable evidence and not merely the unsupported opinion of the writer.

The sources from which the material came include: histories, text books, theses, courses of study, surveys, monographs, magazines, personal letters, and other media. The sources are indicated in the citations and bibliography of the thesis. The questionnaire method of securing information was avoided for many reasons; particularly the current apathy towards them, which renders the information negligible, inaccurate, and uncertain. The author, did, however, conduct considerable correspondence with men and women, who are authorities on secondary school journalism, to clarify certain points and obtain up-to-the-minute opinions.

The author feels that the methods of securing information he employed were the best possible for every chapter, with the possible exception of the one immediately following. The most accurate way of obtaining an historical sketch of secondary school journalism (which is the subject of the chapter in question) would be to conduct a survey, if one had not

already been conducted. This was not done. The reasons why it was not are stated in the chapter itself.

If the characteristics of a scientific document are accuracy, objectivity, impartiality, and verification (as they are said to be) this thesis makes pretensions of being scientific. For, even in its generality, it adheres to those principles. There has been, nevertheless, an effort to humanize this work so as to eliminate the frequent heaviness of research reports. It is immediately granted that any writing is of no avail if it is not read. The author has attempted to make his work readable without sacrificing the essential points.

It is hoped that this thesis has not lost its possible value in a maze of prolix discourses. It was discovered, too late, that too much time was spent in acquisition of material, with too little left for the bestowal thereof. Webster defines journalistic writing as having a style characterized by evidences of haste, superficiality of thought, inaccuracies of detail, and colloquialisms. So, if in five years the author looks with shame upon the writing technique in the following pages, he can say, in the outmoded definition of Webster, it was journalistic. Or as Mathew Arnold humorously stated, "Journalism is literature in a hurry."

Before proceeding to the body of the thesis a few remarks of explanation are necessary. First, in the minds and

writing of many men journalism and publications are synonymous. This has led to much misunderstanding. In this thesis "journalism" will be distinct from "publications." The former will imply courses in the subject. Second, the term "secondary schools," as used in this thesis, includes the senior high school and excludes the junior high school and junior college, except as the latter has been specifically designated as of senior high school level. Third, the author has not set out to prove that a certain pre-conceived theory is correct but to present an impartial review of his subject, even though he is prejudiced in favor of secondary school journalism and hopes to be teaching it in the very near future.

CHAPTER II

SECONDARY SCHOOL JOURNALISM: ITS PLACE

A. Historical Sketch.--

Contributing factors to many sustained and powerful movements have frequently filled casual observers with awe and wonder at their apparent irrelevancy. To say, for example that journalism in the schools of America, owes its place in part to the Civil War and an editor of the Revolution seems hardly possible. Such, however, is the case. There were, of course, numerous other contributing circumstances.

To understand properly the place of journalism in the secondary school system it is necessary to know the background of the struggle for collegiate courses in journalism. The history of this struggle has been the basis of many volumes. The scope of this present study is limited to secondary schools and because of that limitation only the essential phases of the collegiate struggle will be recorded.

As early as 1799 John Ward Fenno, editor of the Gazette of the United States, was proposing schools of journalism.

"He proposed the establishment of educational and professional standards for editors, 'qualifications and pledges from men on whom the nation depends for all the information and much of the instruction that it received. To well regulated colleges we naturally look for a source whence such qualifications in proper form be derived.'" ¹

¹/ Willard Grosvenor Bleyer, "Main Currents in the History of American Journalism," p. 126.

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A paper called "Academic Recreations," published in 1815, causes Columbia College to begin history of journalism in that institution at that date. It is, for this very reason that tracing the history of educational journalism is difficult. The chroniclers of the movement frequently do not make any distinction between publications and courses in journalism. It is the attempt of this thesis to deal strictly with educational journalism from the point of instruction. Any reference to school journalism will here refer to courses rather than to publications. In those few cases where publications are meant they will be so designated. Theses have been written on the history of publications and are available; therefore, it would be superfluous to repeat the information here.

The first course in journalism was offered at Washington College (now Washington and Lee) in 1869. There were several factors which brought about this action. The fight against the Penny Press and the demands of social forces probably forced courses of journalism into being. Lee, as head of Washington College, decided journalistic education could be used as a rehabilitation force in the south. For this purpose fifty scholarships were offered; they were never used.¹

The first textbook in journalism was published in 1872. Published anonymously as "Hints to Young Editors" it stated

1/ See D.F. O'dell, "History of Journalism Education in the United States", pp. 1-18.

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in its preface, "Practice alone will give real instruction. The comparison of subjects to determine their value, the preparation of news, and the quick comprehension of the meaning and importance of subjects by which they can receive immediate discussion and comment--all these can be successfully mastered only by experience....The theories of journalism laid down will, of course, find opponents, but papers will always differ until all thoughts and tastes agree."¹

In spite of opposition the theory of schools of journalism spread. The argument that the only school of journalism was in the newspaper office was combated. It is noted in retrospect that the idea of the pioneers was to use the courses as a means of promoting interest and good English rather than any practical application of it to the field of journalism.

A very few years after Lee's proposition at his college in the south courses in journalism were established at the University of Missouri. From this time on the movement spread rapidly through the Middle West. In 1878 a long and enduring crusade for the education of journalists was started by the Illinois State Press Association.²

In 1885 a speech made before the Philadelphia Social Science Association carried on the controversy. It said, in part, "For those boys who are planning for journalism.... there should be courses in physical and political Geography, in the facts relating to the governments and policies of other nations, international law and treaties, in a word along those lines which are of immediate and prime importance to a man who is expected to write intelligently upon all the questions of contemporary politics at home and abroad. For

1/ D.F. O'dell, op. cit., pp.19-20.

2/ Ibid, p. 38.

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such boys....practical training in English composition, followed up by actual drill as reporters in connection with a newspaper, and later the art of editorial writing, with a view to developing and perfecting an ability to take in at a glance the salient points of an event or industry, and presenting them in a terse and intelligible way. Such a course should not fail to have a most healthy influence on the journalism of the country."¹

Three years later, in 1888, Eugene Camp, of the editorial staff of the Philadelphia Times, read a paper before the Alumni Association of the Wharton School of the University of Pennsylvania. He made a resume of the situation up to that date. He said: "....From an ancestral deference I am willing to admit that the journalists of the past were born; but in the following paper I shall assert the belief of not a few who ought to know that they can be made....Years ago the embryo doctor was assured that there was no place to acquire a medical education but in the office of a medical practitioner. There were many objections to such a place and plan for instruction, but....now the medical profession itself insists....that all practitioners shall be graduates of some recognized medical college. A little later there began to be talk about law schools and the same arguments were put forth. Today law schools are the rule....At the present time there is making an effort to give instruction in journalism in the college, and, following the tradition of the old physician, the old lawyer, and the old engineer, the older journalists, with wonderful unanimity, come forward to say that the only place to learn anything about the making of a newspaper is in the newspaper office itself. Indeed, they do not stop by saying that the colleges cannot give instruction that will be advantageous to future journalists, but they go so far as to attack the college men themselves and to taunt them with impracticability....At the present there is no place in this country where the slightest attention is given to journalism, as a distinct study, save in the newspaper offices, where careful preparatory work is manifestly impossible. Only the practical side of the trade is acquired there. It is a hand to mouth instruction. There is no time for the broadening process that any, save the geniuses in mind and body, can hope to win success.

¹/ E.J. James, "Paper No. 72 of Philadelphia Social Science Association" pp. 13-14

"There are in our newspaper offices hundreds of men just entering middle life. They have had years of special training of the most laborious character. They are ambitious to reap rewards in return for their peculiar acquirements. Four out of five of them are unable to do so. Why? Because the technical training they have secured at the desks, at the advice of the old school of journalists, has made them simply admirable machines--routine chroniclers of other mens' thoughts and acts. Their duties bring brawn rather than brain into service--and the pay is rated accordingly. They are the practical run mad. To them the great economic, legal, historical, financial, scientific, and even literary subjects of the world are sealed books, save only as a few of them are imperfectly opened in individual cases during the hours that ought to be spent in rest and sleep.

"If journalism is to maintain its place as the teacher of the largest class of pupils in Christendom, the future working journalists--the bone and sinew of the trade--must not remain so handicapped as he now is. He must be broadened by knowledge, and deepened by research. He must create as well as chronicle."¹

The paper read by Mr. Camp was quoted at some length for two purposes: First, it embodied most of the arguments for and against schools of journalism at that time; and, second, it apparently had a potent effect. We do not know how much credit can be given to Mr. Camp's appeal to the Alumni of Pennsylvania but we do know that the course of study provided at the University of Pennsylvania, in 1893, constituted the first comprehensive journalism curriculum offered in the United States, although the efforts of Washington and Lee, Cornell and Missouri antedated it.²

The next significant date seems to be 1899. In that year the catalogue of Bessie Tift College, Forsythe, Georgia listed a "School of Literature and Journalism" and in

1/ Eugene M. Camp, "Journalists: Born or Made?", pp.1-15.

2/ D.F. O'dell, op. cit., p. 46

explanation thereof said: "The purpose of the school is to aid those who wish to enter the field of Journalism and Literary composition. We cannot hope to create genius, but rather to discover, develop, and direct it."¹

At the turn of the twentieth century the controversy over schools of journalism was at its height. If a book were written on the subject of journalism, the author had to state his standing on the question early in the book. Usually, he diplomatically straddled the fence. In 1906 Charles Olin published a book on Journalism and lost no time in saying:

"Like other professions, journalism is something that cannot be learned from theory alone, but even a theoretical knowledge of the more important details of newspaper practice will possibly save the earnest student from making a false start and the 'cub' reporter from blunders which otherwise he might commit....Written, as it is, with the prime object of helping those who are honestly attracted to journalism and yet know little or nothing about it, much of the work is of an elementary character...."²

Many authors, editors, and educators of the time employed tactics similar to those of Mr. Olin. It was dangerous to commit oneself. Many there were, however, who came out vehemently for or against schools of journalism or even courses of journalism. A very clear conception of the situation can be gained by reading an article written by Charles Emory Smith at the beginning of the second decade of this century. He said:

1/ D.F. O'dell, op. cit., p. 48

2/ Charles H. Olin, "Journalism," pp. 13-14.

"There are two systems of thought on the subject. The first holds that the best and most efficient school of journalism is the newspaper office. It believes that the true journalist is born, not made; that knack, aptitude, native talent, the sense of news and proportion lie at the foundation of success; and that the most useful training is that of actual experience. It does not dispute that broad education and culture are essential to the journalist, and recognizes that particular studies, like history, political economy, the fundamentals of law, social science and kindred matters, may be followed with special advantage. But it urges that the college or university has no distinctive professional knowledge to teach journalists in the special sense that it has to teach lawyers or physicians. The technicalities of the newspaper art--a suitable style, phonography, proof reading, the treatment of news and the like--are best acquired in practice and the rest is the quickest and surest application of knowledge which is power, and of instinct or intuition which is dealing with public intelligence and currents is no less power, to the activities of the world.

"The other system of opinion is represented in the scheme and scope of Mr. Pulitzer's College of Journalism. It is based on the theory that the journalist can be prepared for his vocation, like the lawyer, by a special course of study adapted to its requirements. Its aim and its tendency are to elevate and dignify the profession, and to establish a higher standard both of obligation and of performance. It seeks to teach not merely the technical necessities in newspaper-making but the true ideals of public service to which the newspaper should be dedicated, and the wide range of knowledge with which the journalist should be equipped. This includes style, ethics, law, literature, history, sociology, statistics and particularly the principles and methods of journalism. It embraces in examination and comparison of existing newspapers by experts, and exposition of the functions of editor, correspondent, and reporter, and the production of an experimental journal under the necessary limitations with its practical application of the instruction. In its main features the plan is an enlargement of the ordinary academic course directed to a particular end, and it is claimed that the establishment of such a college with liberal endowment would not only provide a large body of trained journalists but would set a standard for the profession."¹

In the face of all the arguments put forth against it Joseph Pulitzer of the New York World was going ahead with

¹/ Charles Emory Smith, Encyclopedia Americana, Vol. 16, p. 220.

his long cherished plan of a school of journalism. His arguments and justification of such a school have been recorded in many books. One of his most famous statements on his dream was:

"I see no reason why a chair of journalism, filled by a man of real talent and character, could not be made beneficial. Of course the highest order of talent or capacity could no more be taught by a professor of journalism, than could be taught the military genius of Hannibal, a Caesar, or a Bonaparte, in military academics. Still military academies are of value, and so could a chair of journalism be made beneficial, if filled by a man of brains and experience. I have thought seriously upon this subject and think well of the idea, though I know it is the habit of newspaper men to ridicule it. The value of the idea would depend upon its execution." ¹

Joseph Pulitzer thought enough of his idea to leave \$2,000,000 for its fulfillment. In 1912, after his death, the school became a reality. Columbia had the first full-fledged school of journalism.

"....journalism courses, departments, and schools were organized quickly after 1912, when the Pulitzer school of Journalism became a reality, and the public was given opportunity to observe the school of which Pulitzer had dreamed, and which had been publicized so highly by the Pulitzer-Eliot discussion, actually producing results. The number of courses, departments, and schools increased year by year until, in 1934, there were 455 collegiate institutions in the United States offering journalism instruction, and 812 teachers of journalism throughout the country. Both the Pulitzer and the Eliot plans have been followed in this development." ²

"In 1912 the American Association of Teachers of Journalism was organized, and in 1917 the American Association of Schools and Departments of Journalism. The latter has served as unofficial standardizing organization and through

1/ D. F. O'dell, op. cit., pp. 41-42

2/ Ibid., p. 95

the tireless work of its leaders has proved to be an important factor in improving the standards of the nation's journalism curricula. In 1935 the association included thirty member schools. The organization has advocated a national survey of the schools of journalism." ¹

Although the preceding pages give a chronological history of the development of courses in journalism it does not pretend to be complete. Nor is it to be assumed from the later paragraphs that after the establishment of the Pulitzer School of Journalism the controversy over the wisdom of such schools was over. It was not and still is not.

In 1919, seven years after the establishment of the Pulitzer school, the Federal Government was issuing vocational literature to help rehabilitate the soldiers returned from the war. There was one which discussed journalism as a vocation. It said, in part:

"A college education is a help, of course, but it is not absolutely necessary in the journalistic profession. One who wishes to become a journalist may enter the newspaper field as a reporter at almost anytime....whether the foundation education is gotten in the grade school, in the high school, or in the college, one must have acquired somewhere along the line the ability to write correctly and briefly in language that cannot be misunderstood. Much of the ability to do this comes from the practical school of experience. Much of it, however, can be given in schools. More and more the emphasis is being placed on thorough preparation before entering the profession of journalism." ²

If one is permitted to generalize it may be stated that the merits of schools of journalism were and are somewhat dubious in the minds of some people. In as much as

¹/ D.F. O'dell, op.cit., p. 95

²/ Federal Board for Vocational Education, "Journalism as a Vocation," p. 5.

this thesis is concerned with Secondary School journalism the somewhat lengthy discussion of collegiate journalism history may too seem of dubious merit. The explanation is very simple; one merely has to apply what has been said of the struggle for a place in the collegiate level to that of the secondary school. In saying this the writer does not want to seem guilty of drawing false inferences but rather of a truthful connotation.

The doubt which met collegiate schools of journalism did not daunt them in their purposes. They, it seems, have proven themselves. Secondary school journalism met with considerable opposition at its inception but it too seems definitely entrenched.

If we were to record the history of secondary school journalism from the point of view of publications we would start in 1829 with America's oldest high school publication, "The Literary Journal," published in Boston, and written by students in the Boston Latin School. And then we would record year by year the succession of publications that followed like hail. But in this history, as previously stated, we wish to confine ourselves to actual journalism instruction.

Bearing in mind that the history of collegiate journalism was practically identical with high school journalism in its growth, progress, trials and tribulations, one can

visualize the rise of secondary school journalism from the following, written in 1930:

"Although the majority of secondary schools have maintained certain activities of a journalistic nature for approximately thirty-five years, not until recently was the field defined into secondary-course units and included in the curriculum as an accredited subject. In the beginning a few enterprising pupils, desiring to carry out a project, worked to-gether and published a magazine, yearbook or news pamphlet representing the various interests and activities of the school. As time went on, these publications became a part of the secondary-school activities, but it became customary to designate only a few scholastically superior pupils to take part in these activities. To be on the staff of a school newspaper was a mark of distinction based on achievement in unrelated fields, perhaps for merit in English. When the first courses in journalism were organized, the same standards of admission were adopted until education began to observe that there seemed to be no correlation between participation in school activities and superior scholastic ability or capacity for leadership. In the case of journalism the point of view has been changing so that the question considered is not what a pupil has to give to such work but what he may gain from it. This change has resulted in reducing the scholarship requirements for entrance to the course and in basing the requirements on a brief diagnosis of the pupils' character, of his adaptation to the work, and the probable benefit he may obtain from doing it. Thus, extensive work has been made possible in the field of journalism; pupil interest in the subject has increased the enrolment; and the opportunities afforded by such work for technical, practical, and social training have been recognized." ¹

Dr. Grant M. Hyde writing in 1928 also discusses the rise of high school journalism from another viewpoint. He says:

"....High-school journalism sprang up about 1916 in Kansas and a few other states. It started with all manner of purposes, but 'motivated composition' seemed to predominate. When Wisconsin entered the field in 1920 we prophesied that in the aim we should find its legitimate place, but we overlooked the boom of the high-school newspaper. Shortly

¹/ Clyde M. Hill, and Gladys L. Snyder, "Curricular and Extra Curricular Possibilities of Journalism in Sec. Scis." p. 586.

thereafter, fostered by our own Central Interscholastic Press Association and other organizations, by national meeting of 1,200 delegates, by contests, certificates, prizes, and school rivalry, the newspaper, springing up from nowhere, suddenly swept into prominence as a major school activity. It elbowed out the valuable literary magazine, monopolized the classes in journalistic writing, and made itself the whole show. Behind the book was, of course, its publicity value for the school. I forecast then that the boom would serve a certain purpose and then subside. It has done that, I think. The boom developed the newspaper to a high quality and established it as a worth-while school activity. Now many high-schools are taking a saner view of it. It will continue as a worth-while activity, I think. But it will step out of the limelight and permit the revival of the literary magazine to publish the non-journalistic writing of the school. It will no longer monopolize the class in journalistic writing of the school, and the class may return to its proper function. It was to assist in this movement that we at Wisconsin abandoned C.I.P.A., its contests, and other activities." ¹

To sum up the past history of secondary school journalism these statements are presented: High school publications came into being in 1829 and have continued to the present. As colleges began to offer courses in journalism the high schools did the same. In so doing they experienced difficulties similar to those encountered by the colleges; modified by the difference between their scope and function, of course. In secondary school journalism classes grew out of the activity required by the publication. The greatest development has taken place in the last fifteen years. The western schools were first to do anything big in the way of school journalism. The middle west soon made it an important part of its high school program. The accrediting of journalism courses has just started to spread through the

^{1/} Grant M. Hyde, "What the High School Teacher of Journalism Can and Should Do." p. 717.

east. The biggest task in the whole secondary school movement was recognition of the place of journalism in the classroom. That task has been accomplished. Securing recognition was a difficult task and will be discussed in another chapter. The rise of press associations at the beginning of the movement probably was a potent influence. What is thought to be the first school press association was organized by Dr. Hyde of Wisconsin, and mentioned by him in his article quoted on the preceding page.

B. The Present Situation.--

The reader may have taken exception to the method just used in presenting the past history of secondary school journalism. To avoid a similar reaction to the treatment of the present situation an explanation seems in order.

The proper way, undoubtedly, to present both the past and present aspects of high school journalism would include the following technique. The dates, names, and locations of schools, etc. which first offered courses in journalism would be presented. Then tables of figures showing the past and present status of high school journalism, in respect of extent and frequency, would be given. Following this plan a very scientific, if boring, document would be produced. But unfortunately there is a serious drawback to such a plan--the figures are not available.

Mr. C. C. Harvey, for many years a leader in the school journalism field, and now a member of the National Committee on Planning in Secondary Education, answered a query about

sources of information thus:

"I have your letter asking for information on the status of school journalism in the secondary schools of the United States. I do not have any material at hand which will answer the questions you want answered and I do not know of any studies which have been made which will answer these questions." ¹

Wishing to make sure that the information on the status of journalism in the high school was not available before proceeding with his thesis the present writer sought every possible source. Various leads led to press associations, college professors of journalism, authors of high school journalism texts, editors of national high school journalism periodicals, educational councils and associations, and former research workers in the field. All agreed that the information, to their knowledge, was not to be had. Some of them also commented that proceeding to gather the information was not the work of a thesis but rather the work of a national survey that would take several years.

In the course of inquiries it was learned by the author that Mr. Laurence R. Campbell, former advisor on high school journalism and at the present time a member of the staff of the Medill School of Journalism, meanwhile working for his doctor's degree, was making a study of the status of high school journalism. Communication with Mr. Campbell brought the following, in part:

¹/ Personal letter from C.C. Harvey, dated January 22, 1937.

"....I do not know of any authoritative source to which you can go for authentic information. I have been trying to locate similar information myself, but so far have found nothing that I could recommend. It's really to be deplored, for I am sure such background information would help you present your thesis more effectively....I am now planning a National Survey of High School Journalism to be made with the cooperation of various groups. In this inquiry I intend to ask for information about the first time courses were introduced, etc....the dissertation to be based upon this and other research probably will not be completed before 1938...." 1

It was encouraging to find that the information would be available in 1938 but the present writer was dismayed to find that the facts so essential to the proper presentation of his thesis were not in evidence. But then he realized that the material he had managed to gather would be a contribution, in the absence of the statistical facts. That material is herewith presented.

At present there is a tendency for publications to be accepted as a regular part of the school program. "The school press is not an extra-curricular, but an allied-curricular activity, with both academic and vocational values."2 "The Sixth Year Book, the Department of Superintendents, Chapter X, note to page 231, asserts that the present tendency is to recognize such work, which was once entirely outside the curriculum, as being a distinct 'part of the regular curriculum'" 3

1/ Personal letter from Laurence R. Campbell, dated January 20, 1937.

2/ Lambert Greenawalt, "School Press Management and Style," p.4.

3/ Ibid., p.4, footnote.

In keeping with an earlier avowal this thesis is attempting to distinguish between publications and journalism courses. In many sources, however, these terms are used synonymously. Because of this and because of the place of publications in the development of classroom journalism there are times when it is necessary to mention publications.

Inasmuch as publications seem to have such an important bearing on school journalism it is well to know something of the extent of such activity. Lambert Greenawalt says there are more than 20,000 school publications.¹ He does not classify them according to types. An unpublished piece of research completed in 1927 says, "It is estimated that there are 10,400 newspapers; 2,600 magazines; and 12,200 yearbooks published each year by the high schools of the United States to-day."² The data in a national survey indicates that publication activity has a greater number of participants than any of the other many, many activities with the exceptions of health and glee clubs. ~~These data~~ ^{are} presented in tables recording the nonathletic interscholastic activity. Under publication activity it lists the following clubs: Journalism, Press, Advertising, Quill and Scroll, Reporter's, annual, weekly, bi-weekly, monthly, and daily papers, etc.³

^{1/} Personal letter from Lambert Greenawalt, dated February 18, 1937.

^{2/} A.T. Fairbanks, "High School Publications: the Newspaper and the Annual," p.2.

^{3/} William C. Reavis and George E. VanDyke, "Non-athletic Extracurriculum Activities." p. 130.

If one were to regard mere publication work as high school journalism he would be tempted to conclude that journalism was common to almost every high school in the land. He must remember, however, that publications should not be regarded as high school journalism in the stricter sense. Dr. Hyde brings this point to the fore in an article published in 1928:

"I am asked to discuss the art of teaching, from the view point of the journalism teacher. First, however, I must discuss the status of journalism, or journalistic writing, in the high-school curriculum.

"This is a troublesome subject. Nobody knows much about it, but many have vigorous opinions. My ideas have changed and are changing--just as yours are--but I have certain definite impressions.

"In newspaper fashion, I shall state my conclusions first and explain them afterward. The first is that, after some eleven years of experimenting, high-school journalism is still chaotic and unstandardized, the hobby of the individual teacher, although something 'journalism' has invaded more than one thousand high schools, several states have associations of journalism teachers, and several have 'standard courses.'

"To express my present views on the subject strains my courage. Some of you will rise up and confront me with an array of splendid high-school newspapers, saying, 'see our high-school journalism.' Others will tell me about printing shops and laboratories that make a university teacher jealous. Some will tell how many of 'my boys' are now on newspaper jobs.

"And I shall retreat behind a desk and retort, 'That is not high-school journalism. If there is no more than that in the high-school journalism, you will not stay in the curriculum very long.'" ¹

This article was written almost ten years ago. What is said of 'chaotic and unstandardized' high school journalism

¹/ Grant M. Hyde, "What the High School Teacher of Journalism Can and Should Do." p. 714.

is not nearly so true to-day but the distinction drawn between publications and courses in journalism is still very true.

Before dealing with the very recent trends in high-school journalism it is fitting that some recognition be given to the contribution the Great War made to the advancement of journalism. An article written in 1933 has the following comment:

"The World War brought about a new interest in newspaper reading. Naturally people were more eager to read the papers to keep informed about the activities of the war. To some it was sure to bring riches, to some poverty, separation, disease, or death. During this time the press linked itself vitally with the daily routine of a hitherto non-reading public. Something new had to come as an aftermath to this interest. Something new has come. Edward R. Van Kluck in an article in the English Journal of January, 1928 points out one result when he says, 'School journalism is here and soundly intrenched.'" ¹

Immediately following this great increase in the number of newspaper readers the schools became interested in carrying their messages to the public through the newspapers. This practice led newspapers to give increased attention to education in the daily press.² Because of the limitations of the daily press the schools soon adopted the practice already used by many schools of publishing their own paper. This gave great impetus to developing courses in journalism.

¹/ Rabun Lee Brantley, "Has Journalism a Place In the English Curriculum?" p. 478.

²/ W. Carson Ryan, Jr., "Recent Developments in Educational Journalism." p. 5.

After school publications became so universal, courses in journalism were inevitable. The logical development may be perfectly obvious to the reader and little need be said of it. The following quotation speaks of the inauguration of such courses:

"One of the first extra-curricular subjects which gradually worked its way into the curriculum was a brief course in news-writing, which as a regular subject was given the name of journalism. The way in which this subject developed and the organization of its courses offer an excellent illustration of the integration of the curriculum and the extra-curriculum....Journalism, as taught in secondary schools, teaches how to write for print and aims to develop critical appreciation of journalistic material. It involves the study of professional organs of news and typical masterpieces of journalism and is correlated with the production of school publications." ¹

From the many attempts made it seems safe to conclude that it is impossible to get a list of high schools in which journalism is offered as a subject. No such list is available. All the best sources such as the Office of Education, American Association of Teachers of Journalism, and the National Educational Societies are admittedly in the dark as to the extent of this as a curriculum project.

Apparently, the only available source of authentic information is the recent Survey of Secondary Education, and the information they present is meager for our present purpose. They say, in part:

"Except for a few college review classes in composition most of the written work is carried on as an adjunct to

1/ Clyde M. Hill and Gladys L. Snyder, op.cit., p. 585.

literature courses or in classes of journalism and creative writing organized for the more gifted students. Table 5 shows journalism to be the most frequently offered of the special writing courses...."¹

This data^{am} is indicative of the place journalism has won for itself in the high school. It tells us, however, very little about the actual extent of courses in journalism in the secondary school system. We do not know the WHERE, WHEN, WHY, and WHAT FOR of the situation. It should be mentioned also that when the quotation lists journalism as the most frequently offered course it does not regard creative writing, essay writing, news writing, newspaper advertising, short story writing, and English composition as a part of journalism. It lists those subjects as separate electives. Many schools regard them as journalistic subjects. When Mr. Laurence conducts his survey he will have difficulty with the ambiguity implied in the general term 'journalism' as used by high schools.

In the absence of statistical information relative to the status of journalism in secondary schools the author has gathered some information which he regards as pertinent to a discussion of the present extent of that subject. This will be discussed by states.

In Minnesota high school journalism has spread to many schools if the frequency of articles in the Minnesota Journal of Education is any indication.

¹/ Survey of Secondary Education, "Instruction in English." p. 27.

The western states give journalism an important place in the high school curriculum. California, for example, is the leader in this practice. The following quotations illustrate this point:

"....This interest has continued until many schools have a separate department of journalism, and nearly every school in the state of California has at least one person to teach classes in the subject. Courses in journalism have been included in the curriculum side by side with the old accepted courses in science, mathematics, Latin, and the rest, and they occupy a place of acknowledged importance in secondary education." ¹

"....As a matter of fact, the classes are already becoming too large to function for the best individual development." ²

"Courses in journalism in the secondary schools in Southern California vary in number according to conditions in individual schools. The sixteen courses in journalism offered in the Pasadena Junior College from the eleventh through the fourteenth grades, inclusive...." ³

Although research has been done in the field of junior college journalism and its status there is known, ⁴ it is not the purpose of this thesis to include data on the junior college. Except, as in the above case, where the information indicates that the secondary grades are a part of the junior college set-up. The existing difference between the function of high school and junior college journalism is clear in the following:

1/ Clyde M. Hill and Gladys L. Snyder, op.cit., p. 586.

2/ Clyde M. Hill and Gladys L. Snyder, op. cit., p.596.

3/ Ibid., p. 587

4/ Edward H. Redford, "The Status of Journalism in the Junior College," pp. 818-824.

"The high school has recognized this trend towards the professional outlook on journalism and has come to look on journalism classes as composition work or as introduction to the newspaper rather than as practical work in preparation for a vocation. The coming of the junior college, however, has brought the argument distinctly to the fore. What is to be the attitude of the junior college toward journalism? Are they to consider it as professional work to be carried on in the university after a preliminary two years of general education? Or are they to accept the theory of journalism as a vocation or a semi-profession and offer terminal courses definitely aimed at producing newspaper workers?" ¹

Ranking very close to California in the organization of high school courses in journalism are Ohio, Kansas, and Texas. In the city of Cleveland the journalism work in high school has become very highly organized. The teachers of journalism in the high schools of the city have organized into an association which cooperates in the advancement of their common subject. The high school students themselves are organized into press clubs which operate on a city-wide basis.² An article in the Columbia Dispatch gives us a conception of journalism as it is on a state-wide basis:

"High school instruction in journalism is a comparatively new thing in Ohio, but it has progressed far enough to feel the need of organization. In connection with the meeting of the State Teachers' association, a gathering was held yesterday to which all instructors in high school journalism had been invited, together with faculty advisers on the staff of the student publications. Steps were taken in this meeting towards the formation of a permanent state association of those having to do with instruction in journalism and with student publications. The call for the meeting was issued by Professor Joseph S. Myers, of the department of journalism in Ohio State University, at the request of

¹/ Edward H. Redford, op. cit., p. 819.

²/ Elbert R. Fretwell, "Extra Curricular Activities in Secondary Schools," pp. 314-316.

various high school journalistic interests, thus bringing the entire public educational system of the state into close connection with the matter.

"Columbus people may take pride in a recent statement of the Publishers' Educational News, of New York, that 'the Columbus schools are recognized as having one of the most thoroughly systematized and efficiently organized departments of high school journalism and student publications in the country.' Not all students who take courses in journalism, or serve on the staff of student publications, will finally enter the journalistic profession, but they will get much out of such study and experience that will be of value in any walk of life. The department of journalism at the university takes no narrow view of the education needed for such work, and we may expect to see its influence with the new organization used to inculcate equally broad views in our high schools." ¹

The last paragraph of this article of course employs newspaper practice in giving the story a local tie-up. The 'peg' of the article is the fact that high school journalism is organized in Ohio on a state-wide basis. ✓

A study in Kansas which tabulated the results of questionnaires sent to seventy-two first and second class schools reveals these figures:

"Fifty-five of the seventy-two schools publish school papers. Forty-eight of these schools have classes in journalism, and five have advanced courses. Since the paper in each of these schools is a project in the class in journalism, it is evident that there is considerable interest in newspaper work in the schools and that the institutions are endeavoring to issue publications that conform to newspaper standards." ²

Although these results deal with only seventy-two schools in Kansas, they are in the proper ratio for the entire state.

1/ William N. Otto, "Journalism for High Schools," p. 216.

2/ C.M. Lockman, "High School Publications," p. 444.

The course of study for the high schools of Kansas, in the English department, has twenty-five pages treating the approved way of presenting journalism in the high schools of the state. In the east, Pennsylvania issues a special course of study dealing with official suggestions for the presentation of high school journalism. If one could generalize from a collection of state high school courses of study he could say that high school journalism is encouraged by every state in the Union with the exception of a few in the east, notably New England. But one cannot assume; because the state courses of study advocate high school journalism, this doesn't necessarily mean that it is practiced; on the other hand, because a state course of study does not mention journalism specifically this does not mean that it is not existing in the state. It is reasonable to conclude, however, that the special preparation of courses of study for high schools on the part of states indicates a need for it.

Several quotations taken from the course of study in journalism in Texas shows the subjects' status in that state:

"Through the expansion of the curriculum, the state department of Education has come to recognize journalism as a subject worthy of accrediting and grants one credit for a year's work, provided all the requirements are met.

"The fundamental prerequisite for the privilege of offering courses in journalism in the high schools of Texas is that the school must already have credit for four years in English. It is also required that journalism be limited to the junior and senior year.

.....

"It is generally understood that accrediting is based upon the quality of work done in this course, and an outline

of the course as taught is necessary evidence upon which the state official may pass judgment.

.....

"The matter of changing from a high school newspaper project to an accredited course in journalism depends upon the desire of the school and its ability to meet standard requirements set up by the State Department of Education...."¹

In spite of the rigid requirements set up by the State Department of Education high schools in thirteen counties had been accredited in journalism by 1933.² The course of study from which the above quotations were taken is a particularly well executed document and more will be said of it in a subsequent chapter, "What the Course Should Contain."

An unsigned editorial of recent date gives us the picture in Indiana:

"....Many such organizations (high school press associations) arose some years ago with the development of these projects as vital interests in our secondary schools. Among the most useful of the organizations of this nature is the convention held annually in the autumn at Franklin College in Indiana, a convention that combines the meetings of the Indiana, High School Press Association and the Indiana Journalistic Teachers and Advisers Associations. The program includes both convention features and class work; work dealing with the school newspaper and the yearbook, added features of the instructional activity being 'Clinic' concerned with these school publications.

"During the last few years an activity of the teachers' and advisers' group has been the preparation of a course of study in journalism to meet the needs of high schools of the state desiring to include a course in journalistic writing among elective courses in English. The work of the course is arranged to extend through two semesters. Emphasis during the first semester is on the intelligent selection and reading of newspapers and magazines and training in the special types of newspaper writing. During the second semester the work is done in a laboratory where the pupils apply the knowledge gained during the first semester to the editing

1/ Mrs. W.F. Doughty, "For High Schools, A Course of Study", p.2-4

2/ Ibid., p. 12.

of the school newspaper, magazine, annual, or a column or page in the local newspaper. The course outline is distributed by R.E. Blackwell of the Franklin College, Franklin, Indiana, executive secretary of both the high school press association and the teachers' and advisers' association." ¹

Speaking of the North Central states in general we learn that even as early as 1922, 185 of 210 schools questioned in the North Central Association of Secondary Schools had some form of journalism in their high schools. ²

It was suggested to the present writer that if anyone in the United States knew the status of secondary school journalism in America it would be H.H. Herbert, Secretary-Treasurer of the American Association of Teachers of Journalism. He, however, assured me ³ that there is no list of the high schools that offer courses in journalism nor does the association have any record of the high school teachers of journalism. Speaking of the extent of high school journalism he said, "I am not acquainted with conditions in the East, but throughout the Middle West all the large general high schools give some kind of instruction in journalism." ⁴

In Pennsylvania high school journalism is steadily growing. The course of study for that state has been mentioned. A letter from the author of that course says,

1/ Editorial. "Journalism in Indiana High Schools." pp. 8-9.

2/ O.F. Nixon, "Student Publications in High Schools," p. 45.

3/ Personal letter from H. H. Herbert, dated February 3, 1937.

4/ Ibid.

"No one knows, unfortunately, the names of all high schools in Pennsylvania that offer courses in journalism. As I am a member of the executive committee of the Pennsylvania School Press Association, I will keep that point in mind and some day we will have such a list."¹

The author of the above says statistics on the extent of the school press field are difficult to obtain but that a great many of the states have official courses in journalism. In many cities these receive credit.² About two years ago Mr. Greenawalt created a public relations plan for school publications and called it the 'United Front Program.' It is complete in the October, 1934, School Press Review and last year 125 high schools adopted the program.

At present, the tendency in secondary schools is toward the correction of certain faults of conventional curricula. High school journalism courses are being used as a corrective in many instances. The high school students themselves recognize this need of corrective measures. The last three points from the program of the National Association of Student Editors furnishes an insight of the student conception of the situation:

"....(8) to encourage schools to include courses in journalistic writing which will utilize the strong interest in the newspaper to inspire motivated teaching of English writing; (9) to bring about more generous support of school journalism and to relate it to the entire life of the school, with particular emphasis upon its intellectual and cultural

1/ Personal letter from Lambert Greenawalt, dated February 18, 1937.

2/ Ibid.

aspects; and (10) to encourage pioneer enterprises which will help to adapt the schools to the changing needs of today's life."¹

The need of curricular improvement and the needs of the students seem to have been answered.

"From an extra-curricular activity regarded with skepticism by school executives, journalism has progressed, in fifteen years, to one of the most valuable composition courses in the high-school curriculum. To-day no state course of study in high-school English is complete unless a part of the text is given over to newswriting, and many states have a separate course of study in journalism."²

Along with this rise in high school journalism came innumerable press associations, journalism clubs, high school magazines, etc. Some of these are very important and have made great contributions to the progress of the movement. The outstanding magazines are: The Scholastic Editor, Quill and Scroll, and the School Press Review. The outstanding high school press associations are: The Columbia Scholastic Press Association, the National Scholastic Press Association, and several state press associations such as those in Pennsylvania and Indiana.

This chapter has attempted to give the present extent and status of secondary school journalism. It has presented the situation in the east, north, west, and south by choosing states from those districts and recording the available information. In this way it is hoped that a conception of the general scope of secondary school journalism is possible.

The latest and most important step of all, however, has not been told. That is the work of a National Committee

¹/ C.C. Harvey, "Student Leadership." p. 212.

²/ Myra L. McCoy, "Why Offer a Course in High School Journalism?" p. 246

functioning in conjunction with the Association of American Schools and Departments of Journalism, and the American Association of Teachers of Journalism. It worked for the unification of the purposes of the high school and junior college journalism courses. The findings and published report of this committee will be given considerable attention in another chapter.

A clear summary of the present place of journalism in secondary schools is found in an address before the National Council Teachers of English and published in 1935. It also summarizes this chapter.

"The period of severe stress through which the schools have been passing has suddenly made it seem expedient to admit the school publication and the journalism course into the curriculum more generally and more decidedly than ever before. The necessity of the movement, however, does not mean that such work might not have been developed more effectively in the past than was the case. Nor does it mean that the principles underlying that type of activity are more sound and more surely far reaching in possibilities than before. Its educative potentialities have always been inherent, and long ago it might have served as a powerful integrating factor in school systems and as an almost ideal means of selling the idea of education to all communities."¹

C. Its Future Place.--

To look into the future in any field is always a precarious undertaking. Yet every art has its prophet. So it is with high school journalism. To relate all the prophecies would be a questionable employment but recording a few of

¹/ Lambert Greenawalt, "What States and Cities Are Doing On Courses of Study in Journalism." p. 237.

them to watch as the future becomes the present seems expedient. A fitting introduction to the future of secondary school journalism seems to be embodied in the following quotation:

"The fact that practically all secondary schools in the cities and many in the smaller towns either teach journalism as a means of motivating English composition or produce a newspaper as an extra-curricular activity, as well as the fact that many of the leading schools of journalism, offer courses in school newspaper management, indicates that educators look upon such instruction as valuable. It seems, then, that school journalism has come to stay, but as now taught it is far from what we hope it can become."¹

Here Morelock expressed an opinion that seems to be held by the other writers in the field of secondary school journalism. Each seems assured that it will stay. In the official course of study for the state of Texas the future of high school journalism is discussed thus:

"Journalism is variously estimated as an art, a service, and an important element in the existing social system. Its value has broadened in the educational world since the project method came into vogue some years ago, and while projects are not so highly valued as formerly, the school newspaper seems destined to stay. Indeed there is such a wave of newspapers in the high schools of our country that we could not stop it if we desired. It is a worthwhile activity, however, for it teaches most effectively the fundamental facts of good English, and students have the opportunity to 'learn by doing.' If the course in high school is kept elementary, is one of applied English, and the teacher can control and shape the newspaper work, something very worth while can be done."²

Under the caption "The Future of School Publications" Fretwell makes a prediction which ties in with the material

1/ Thomas Cecil Morelock, "School Newspaper Production," p. xii.

2/ Mrs. W. F. Doughty, op.cit., p. 1

just prior to this paragraph. He says,

"....Possibly in the junior high schools, and certainly in senior high schools, the newspaper will be produced by pupils who have had, and who are having direct curricular training in the writing and production of the school paper."¹

Fretwell's prediction is already proving true. The high school publication is being produced as the project of journalism classes. This practice has exerted some influence upon the general conception of the whole high-school curriculum. Many reforms in courses of study can be attributed to the field of secondary journalism. A recognized authority in the field of secondary school journalism predicts even greater things:

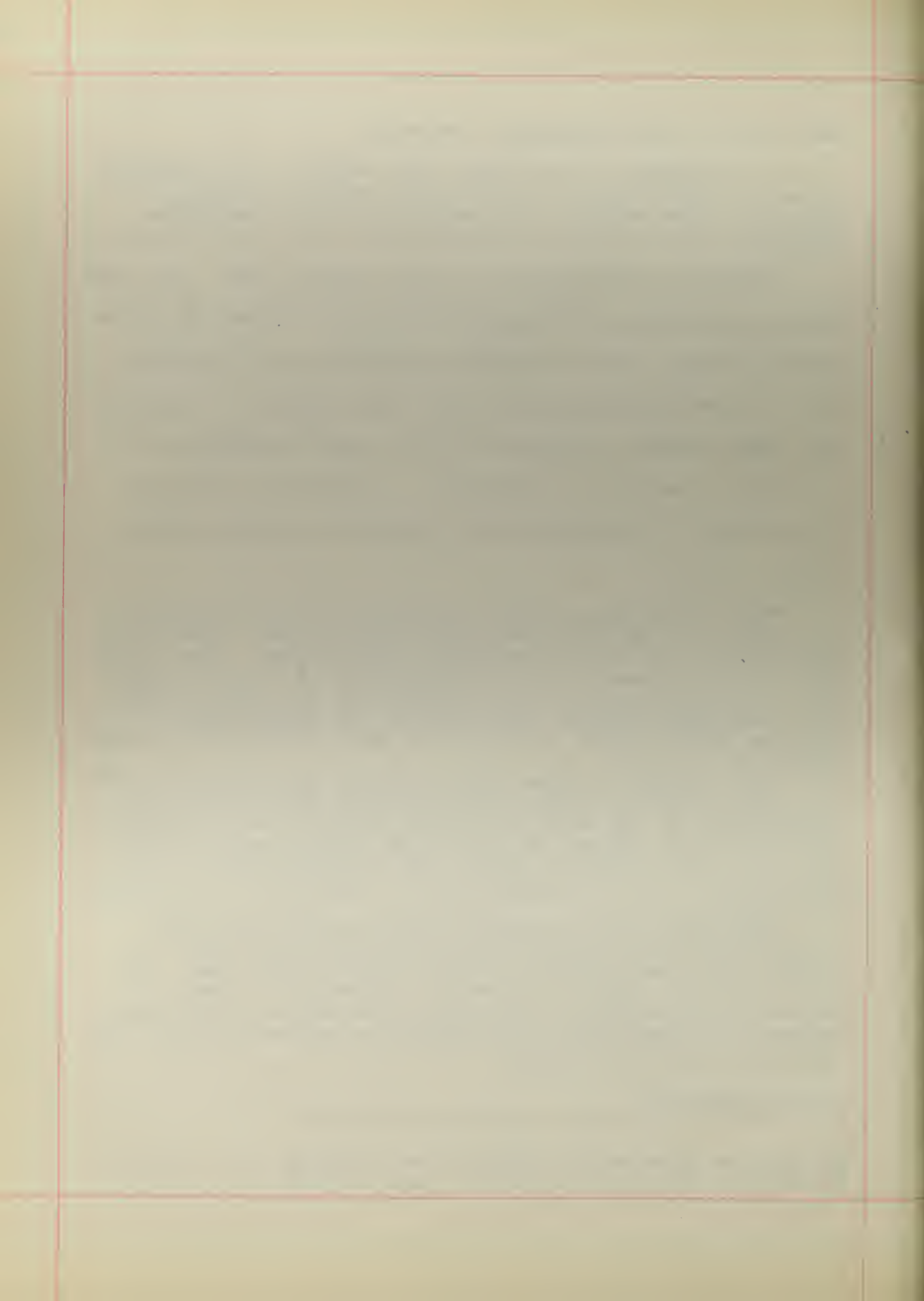
"The traditional, 'hermetically sealed' or 'compartmental' point of view regarding high-school courses of study is justifiably destined for breakdown and oblivion. The complex life of to-day demands that the classroom on the left shall know what is going on in the classroom on the right and why. The traditional teacher, incrustated in the opaque shell of his lone subject, must break through that shell or be crushed within it.

"The 'fushion' course idea, as such, now being developed in a few localities, notably in the Horace Mann School, is the ultimate so far as we can see at present, in an attempt to culturalize, liberalize, and merge many courses of study into one great stream of educational activity whose delta pretends to be an achievement rich in benefits to the individual student.

"The school publication will now perform a service greater than that of the clearing house for news items or literary efforts, important as that function has been. It will no longer leave to chance the discovery of vital interrelationships among the several departments of the school, between the school and life,"² between the course of study and the pupil as a human being."

¹/ Elbert K. Fretwell, op.cit., pp. 326-327.

²/ Lambert Greenawalt, "What States and Cities Are Doing on Courses of Study in Journalism." pp. 237-238.



Yost, in discussing the profession of journalism, says that it must follow the same road that other professions have traveled until it reaches the point where for its own protection it will set up definite standards of qualifications for admission to practice. He qualifies this ultimatum with these words:

"But in the meantime it cannot, without loss, fail to demand the best obtainable material for its service, in the quantity needed. To accomplish this it is essential to encourage the aspiration to journalistic service in the youth of the land, and to impress the conviction that it is an honorable and desirable calling, whose direct awards are attractive and one which offers exceptional opportunities for individual usefulness and achievements." ¹

The schools and departments of journalism in the colleges are contributing much to the professionalization of journalism. It is to be understood that this thesis does not advocate high school journalism courses as a substitute for college training. This point will be discussed further in another chapter. The evidence points, however, to the fact that editors frequently do prefer to hire high school graduates. Lamentable as this may be it is true. A recent publication, in discussing journalism as a profession says in part:

"While the day that journalism will be recognized as a profession on a par with medicine and law is undoubtedly far distant, there is no doubt that educational qualifications for persons entering the field are much higher today than they were twenty, thirty or forty years ago. Some newspaper editors practically demand a college degree in

¹/ Casper S. Yost, "The Principles of Journalism," p. 73

hiring inexperienced men for the editorial staff. Other editors, less concerned with background and more with saving money, are willing to promote copy boys and hire high school graduates as cubs. That the college graduate has an ultimate advantage over fellow workers with woefully inadequate backgrounds is not to be denied."¹

The most progressive state in secondary school journalism, it seems safe to assert, is California. The tendency to give an important place to courses of journalism is great in that state. It appears that other states are rapidly following suit. What high school journalism is to be in California in the future can be seen in the following quotation:

"....Because journalism contains problems which stimulate learning activity, the subject has become well established and recognized in secondary education with the result that various classes in journalism are being scheduled. Administrators of secondary schools in South California announce their intention of increasing the number and type of classes in journalism in the school program as fast as expansion seems advisable and as rapidly as classes can be arranged."²

A summary of this chapter, particularly of the Future of Secondary School Journalism, is ably expressed in a quotation that holds several queries and several predictions:

"At present journalism is functioning educationally in secondary schools. Its rise and growth as an educational agency has been so rapid that one may well wonder if it is only a fad. The fact that the profession of journalism is already overcrowded would be the death knell of courses in journalism in secondary schools if vocational aims were the only ones to be realized from the subject. Indications are that the vocational phase of the work makes the strongest appeal to the pupils. How long, then, will journalism, stripped of the vocational glamour, continue to interest

¹/Philip W. Porter and N.H. Luxon, "The Reporter and the News." pp. 3-4.

²/Clyde M. Hill and Gladys L. Snyder, op.cit., p. 595.

pupils? Will they continue to take it because of its technical and social returns? Will educational administrators retain it in the curriculum for its remaining worthy qualities, or will they remove it to make way for some new subject that promises greater educational values? Whatever the answers to these questions may prove to be, the journalism of the present and immediate future seem to present great educational opportunities. After all, what more can be expected of any subject than that it shall be effective in its own time and place in the entire cycle of education?"¹

1/ Clyde M. Hill and Gladys L. Snyder, op.cit., p. 597.

CHAPTER III

SECONDARY SCHOOL JOURNALISM: OBJECTIONS

Secondary school journalism, like other educational innovations, met considerable opposition. The objections put forth by the opposition have been overcome one by one until few, if any, remain. Some of these objections, with their remedies, were included in the last chapter. This one deals with the objections as a group.

The arguments against high school journalism seem to have allied themselves with certain groups, chief of which are editors, teachers of English and college departments of journalism. Their opposition was primarily against the vocational nature of the course and the poorly trained teachers. ✓

Any objection that is offered is almost certain to fall in one of the above categories. This chapter intends to discuss each objection separately. The greatest opposition is against vocational journalism courses in high school and it will be discussed last.

A. Editors.--

Since its inception editors and other occupational journalists have been quoted as opposing the secondary school journalism movement. These quotations, however, represented only half the truth. The advocates of high school journalism quoted editors who favored the movement. As high school ✓

journalism became stronger and stronger the opinions remained split. Today the condition appears to be the same. The opinions of a representative selection of editors, in Chapter V of this study, are found to be equally divided. Inasmuch as a chapter is devoted to the attitude editors take toward high school journalism it does not seem necessary to deal with it at any length here. The opinions of some editors will also be brought out in some of the phases of this chapter.

B. English Teachers.--

When journalism first started to make a place for itself in the high school curriculum, the English teachers set up a howl. Journalism was cheap, vulgar, and lowbrow. It was an imposition on the English field. It made a joke of the sacredness and beauty of the English language. The English teachers of the country banded together to express their contempt for the 'upstart.' Perhaps the hue and cry was the only compensation the teachers could find for the loss of their 'thunder.' For the newcomer had certainly captured the interest of the students. It was alive, interesting, fascinating.

"Probably the true reason for much of the unwillingness to recognize Newspaper Writing as a standard English course came from the fear that such attempts to make composition interesting were turning it into merely play; and it cannot be denied that students busily writing for their newspaper often seems to be having too good a time to call it work--accepting somebody's definition of work as something we do when we would rather be doing something else. But, more and

more, teachers of English are wishing it were true--even if some of them cannot quite believe it yet--that students could learn to write without being unhappy in the process."¹

From the beginning high school journalism had to deal with the prejudice of the English teacher in the high school. He (or she) resented what he regarded as an encroachment on his territory. It was common for an exponent of the movement to address himself in the early pages of his publication to the English teacher, in a manner similar to the following:

"Teachers of English will find journalistic writing more interesting to their students than the composition of themes. All kinds of writing can be done in a course in journalism, so there should be no prejudice against applying the journalistic method in English courses, and no English teacher should feel that newspaper writing is out of place in the classroom exercises."²

But it was not necessary to continue emphasizing this point. Either because of the open-mindedness of the English teachers or the relentlessness of the journalism crusaders, the English teachers gradually began to look at the situation impartially. The next step was complete support from them for journalism in the secondary school.

"....today the place of newspaper writing in the general scheme of language instruction is coming to be recognized. By no means all who were suspicious of the 'fad' have become friendly, but most of them are at least tolerant. Best of all, the dislike of teachers of English compositions for methods that were making somewhat vociferous claims of being 'practical' and for 'writing' that was associated with a word having such connotations of haste and slovenliness

¹/ L.N. Flint, "Newspaper Writing in High Schools," p. 6

²/ Thomas Cecil Morelock, op.cit., p.4.

and inaccuracy as 'newspaper', has been softened into something quite like interest, if not approval." ¹

The 'today' in the above paragraph happened to be 1922 and the present writer, realizing that much water had gone under the bridge since then, desired the latest opinion possible on the subject. The Secretary of the National Council of Teachers of English supplied the information:

"I should be very happy to see the evidence that the National Council of Teachers of English ever denounced journalism in the high school. I am rather sure it has never taken any official position upon it. It is possible that the report of some committee has indicated that attempts to make professional journalists in high school are objectionable, but the use of journalism as a motivation for English composition if nothing more has, so far as I know, always been looked upon favorably as one of the natural uses of language, one of the natural language activities. I doubt whether you will find any official action pro or con!"²

It would undoubtedly be an error to say that every secondary school English teacher in the land now favors journalism in the high school, but it would be true to say that, from all indications, the English teachers of the United States as a collective unit, favor journalism in the high schools in which they teach. It is, perhaps, unfortunate that this thesis is being written in the area of the United States where high school journalism has the weakest grip. A reader, having come up through the educational system of New England, may look with skepticism upon what he knows does not obtain here, but is true in other areas. ✓

1/ L.N. Flint, op.cit., p.5

2/ Personal letter from W. Wilbur Hatfield, dated December 29, 1936.

C. College.--

Uniformed defenders of secondary school journalism have attacked college schools and departments of journalism and the teachers therein on the ground that the latter fear competition from the high school. Anyone cognizant of the situation knows such an accusation to be absurd and unjustified. The collegiate teachers of journalism and their departments are entirely sincere in their objection. As a matter of fact they encourage high school journalism in every respect, save one. They are emphatically opposed to the slightest vocational implication in secondary school journalism. They have maintained and still maintain the same position.

As early as December, 1915, the Western Association of Teachers of Journalism passed a resolution which said:

"We oppose the introduction into high schools of any course in 'news-writing' or 'journalism' or any course that shall be so conducted and so advertised as to encourage students to enter the newspaper profession without further education than that obtained in high school. We do not favor any movement that may make for low standards of journalism, to tend to make the reporters' position of a 'blind alley' occupation. There should be full realization that if improperly conducted, such courses tend to disorganize rather than improve the newspaper profession, to the lasting injury of the public and without benefit to the student."¹

In December, 1930, fifteen years after the passing of the resolution just quoted, the American Association of Teachers of Journalism, at its convention in Boston, passed a resolution declaring:

¹/ Grant Milnor Hyde, "A Course in Journalistic Writing," preface, p. viii.

"....that vocational training for journalism, except as given by newspapers and in efficiently organized schools and departments of journalism, is to be condemned, though we see no objection to non-vocational training in journalistic composition as a means of learning to write clear, forceful English; and we commend a non-vocational study of good newspapers by elementary and high school pupils so that they may become intelligent readers of newspapers." ¹

Since the passing of the resolution in 1915 until the present time the college journalism associations have stood against vocational high school journalism. During this time, however, they have aided the advancement of the movement. They have not only pointed out weak points, errors, disadvantages, misunderstandings and other difficulties, but they have also helped to remedy these ills.

Their latest contribution, as has been mentioned, was the appointment of a National Committee to unify the purposes of the high school and junior college journalism courses. The study of this committee was also intended to determine the relationship that exists between high school and college journalism and what high school courses should attempt. The report of this committee has been published and will be dealt with more fully in a later chapter.

It would seem then, from the obvious attitude of the American Association of Teachers of Journalism and the American Association of Schools and Departments of Journalism, that the only objection from college journalism centers is

¹/ Allen Sinclair Will, "Education For Newspaper Life," p. 248.

against giving high school journalism a vocational twist. It is not to be concluded from this, however, that the named associations tolerate and approve any escapades of a journalistic nature as long as they are not vocational. They approve as long as such courses are conducted in keeping with what has come to be regarded as an approved method of conducting high school journalism courses.

D. Educators.--

"A discussion of Newspaper Writing in high schools would, a few years ago, have had to deal at length with the reasons for such a course--excuses rather than reasons, they would have been called by most school-men." ¹

The above expresses the foundation on which educators built their opposition to secondary school journalism. Even as recently as 1928 educational organizations were exerting force against such an innovation. The following quotation, written in that year, presents a picture of the situation:

"Education and journalism are not as sympathetic toward each other as they might be. Journalism thinks that many things about education are dull. Right now it is not sure that the public is getting value received for its huge expenditures to maintain elementary, high school, junior college and university systems. Education thinks journalism is too commonly sensational and declares that its 'average reader,' for whom it selects its stories and to whom it adapts its style of writing, is not representative of American average intelligence. It doubts the understanding and point of view of the typical reporter. The two fields of endeavor, which have the common goal of eventually turning out a perfect American citizen, should try to understand each other a little better. Education can certainly furnish enlightenment for journalism, but journalism has more than one secret of how to be interesting which education could well learn and adopt."²

1/ L. N. Flint, op. cit., p. 5.

2/ Carl G. Miller, "Journalism versus Education," p. 932.

In the same year Hyde sums up a whole barrage of objections, most of which have been remedied since, showing the barriers that stood in the way of high school journalism just a few years ago. He says:

"I wonder if you have considered these facts about high-school journalism: That it has sprung up almost over night; that it has not even approached standardization except in a few states; that its teachers are drawn from other work, remotely related; with little or no special training; that there is slight agreement as to what it is all about; that it has only a half dozen textbooks of its own and is borrowing books that are entirely unsuitable; that it has a relationship to high-school administration which gives it a good start but threatens to throw it off the track; that it has a relationship to a business or profession that encourages it but leads it in the wrong direction; that it has an influence on the future of its students which may do them more harm than good; that its showiness and fascination are its chief dangers; and that it often starts off on the wrong foot, undertaking to do something that it has no business to do. No wonder high-school journalism is still a controversial project and likely to be for some years to come."¹

It may be hard to believe that the author of the above is one of the most ardent advocates of high school journalism in the United States. It must be gratifying to him to know that in the nine years that have elapsed since he wrote these objections most of them have been eradicated.

There are, however, educators who present objections to high school journalism and have remained unchanged in their opinions. It is easily discernible that the author of the following sees no value in such practices:

"I have found no evidence that work for amateur publications has any important influence in increasing the number of desirable journalistic aspirants. Most of those who do the amateur work are led into it by other causes than those

¹/ Grant M. Hyde, "What the High School Teacher of Journalism Can and Should Do," p. 718.

relating purely to journalism; such as rivalry in a school for being chosen to managerial, editorial or reportorial posts, social contacts and desire for diversion from regular study. The wisdom of giving credits in English for work of this kind, as is done in some schools, is open to much doubt."¹

Another educator does not limit his objections to the high school field alone but objects to all education for journalism on the grounds that it is useless:

"One must know that journalism is not a 'profession' in the strict sense, and that it is the most precarious as well as the least remunerative of all callings. There are many college men with fair ability who can never hope to earn a meager livelihood by writing. Some foreigner who came over via steerage, or some youngster with hardly more than a grade-school education, may supplant even a Ph.D. with years of journalistic experience, by reason of some 'knack' or 'slant' of value. Not a single journalism school has been able to place more than a fraction of its graduates in the calling for which they were supposedly trained. In short there are not and there never will be 'licenses to practice' or bar examinations in the realms of journalism or writing. You last while you can produce the goods, and you go into the discard the moment you can't produce.

"Trying to append 'journalism' to high-school or college instruction does no harm if the students are made to understand that they are playing a game, the ultimate purpose of which is to cure them of addiction to 'ain't'. This course is exactly like elocution. It does some good when properly subordinated to more important matters. But nothing strikes the hard-headed practitioner as more grotesque than the college graduate who applies for a position demanding ability to write and powers of judgment on the strength of having pulled an oar on the Siwash Bugle. Of course no youngster can be blamed these days for offering anything that looks like an excuse for being employed. But one who thinks that college journalism is an excuse must be labeled a pathetic case, and the teacher who encouraged him to take that view is a gigantic chump."²

The quotations just made enumerate the objections educators have had in regard to high school journalism. Today,

¹/ Allen Sinclair Will, op. cit., p. 249

²/ George N. Shuster, "Education and Journalism," p. 66

however, it is unusual for an educator to publish objections to secondary school journalism. There are two causes for this reversal of attitude. In the first place the faults of high school journalism, which were many, have been so treated that journalism is now accepted along with the 'stand-bys' in the curriculum. Secondly, there has been, in recent years, a great wave of curricular revision to fit the students for the needs of their present and immediate future.

An up-to-the-minute proof of the new curricular tendencies was manifested many times during the convention of the National Council of Teachers of English in Boston, the week of November 26th, 1936. The content of every speech, for the most part, was a plea for making English courses conform to the present need. Dr. Dora V. Smith, president of the Council, in her opening speech voiced the modern English tendency:

"The first challenge of American youth is that we send him out from our secondary schools capable of reading the simply prose with which everyday life presents him....No longer may a student enter college on the basis of proficiency in underlining noun clauses and giving their construction in sentences." ¹

E. Untrained Teachers.--

Probably the best-founded objection to secondary school journalism is the accusation that its teachers are untrained to teach the subject. This accusation is, in almost every case, a true one. Acknowledgment of this objection is seen

1/ From Boston Herald, dated November 27, 1936.

in a quotation:

"While the author does not wish to add fuel to any controversy over the subject of advantages or disadvantages of teaching journalism in secondary schools, he does desire to point out that such instruction in many cases is being given by poorly trained teachers, with the approval, it seems of school boards, and by teachers who encourage their students to consider vocational training the chief value of work on the school newspaper."¹

The proponents of secondary school journalism are aware of this deficiency on the part of teachers just as well as are the opponents. The former have maintained a continued drive for the amelioration of this condition. Their efforts have been successful in minor respects only. The barriers which were, and are, to be surmounted in overcoming this deficiency are of prodigious proportions.

The question of untrained teachers is, in the opinion of the present author, the pivotal point which will turn secondary school journalism in the direction of failure or success. It appears that all the other problems have been solved by assiduousness on the part of its advocates. Because of the importance of this question a subsequent chapter has been devoted to it.

F. Vocational.--

A prerogative peculiar to Americans is being "agin' it." It appears that practically all the opposition to high school journalism is "agin' it" on the grounds that it pretends to

¹/ Thomas Cecil Morelock, op. cit., p. xii.

be vocational. Some of the dissenters have apparently adopted the vocational objection because it was the most popular. They just wanted to be "agin' it" and chose the objection of most others. The remainder of the dissenters, however, are entirely sincere in their opposition and have arrived at their conclusions after giving the subject considerable study. Because this objection is the most prevalent the problem of this chapter is not one of procuring opinions but rather of deleting those the present author has collected. The great wealth of material on this point is probably accounted for by the fact that many men defend the practice of teaching high school journalism on a vocational basis. Every time they do this in print they are answered by their opponents. The argument has gone on and on, piling up pro and con manuscripts in great number. Those who attack the practice are either in the majority or have better publishing connections, for their writings are more numerous.

"....The argument that the teaching of journalism as a vocation is highly undesirable cannot be refuted. This practice should be unqualifiedly condemned on the theory that journalism is a profession, requiring, in addition to a mastery of technique, a thorough grounding in subjects taught in the college of liberal arts. Adequate training in journalism technique cannot be given in secondary schools, both because of lack of time and facilities and because of the immaturity of the students. As for obtaining sufficient background in history, political science, sociology, philosophy, or even English, this is, of course, impossible outside of college courses." ¹

1/ Thomas Cecil Morelock, op.cit., p. xii

It does not seem necessary to record many of the published objections to teaching journalism vocationally in high school. These written statements embody the same principles, though they are stated in different words. The quotation above and the one below should suffice to illustrate the trend of thought which prompts the objections.

"Along with the trade school of journalism should be abolished all high school courses professing to teach journalism as a vocation. A resolution opposing such courses was unanimously adopted by the National Council of Teachers of English in 1920, and since such courses are commonly offered in connection with English work, only the fatuity of school administrators or the pressure of newspapers seeking cheap and impressionable employees is likely to cause the retention of such courses. They offer merely cheap journalistic technique, giving the student none of the intellectual and ethical preparation necessary to a proper professional career. Their very existence makes it practicable for a newspaper proprietor whose employees leave him because of his dishonest and unfair practices, to fill their places with boys and girls who have neither the intelligence nor the courage to resist domination. Vocational high school courses in journalism are, of course, to be carefully distinguished from those courses in which training in news writing is used merely as a means of motivating and making practical the instruction in English composition."¹

The cry of the objectors to high school journalism with a vocational leaning is that the students should go on with their training in the higher institutions of learning. They express themselves much as do the following two authors:

"Such a course should not be vocational in its aim. Journalism cannot be learned in a year or two, and high school students are too young and lacking in adequate background to hope to leave school prepared to fill satisfactorily a place on a newspaper. There is no objection to their liking positions on papers, but they should be warned that, unless they are especially talented, they can expect to get far only if they continue their education."²

¹/ Nelson Antrim Crawford, "The Ethics of Journalism," pp 173-4.

²/ Thomas Cecil Morelock, op.cit., p.4.

"Any high-school course that encourages a boy to enter newspaper work without further education is not fair to the boy; it is pitching him into a blind alley. The high-school class may train him to do routine reporting and to run errands for the city editor, but it cannot prepare him to rise in the profession. The day is passing when office boys and printers' devils may grow into managing editors. Every tendency is toward raising standards and educational qualifications so as to recruit trained workers rather than under-paid 'kid' reporters."¹

In spite of these arguments, those who believed in the value of teaching secondary school journalism as vocational preparation have continued its defense. Great impetus was given to such thinking during and immediately after the Great War. Schools were being reorganized with preparation for life as the aim. In 1917 a government bulletin said:

"The newer conception of the high school....is as follows: (1) The college preparatory function of the high school is a minor one. Most of the graduates of the high school go, not into a higher institution, but into 'life'. Hence the course in English should be organized with reference to basic personal and social needs rather than with reference to college entrance requirements. The school, moreover, will best prepare for either 'life' or college by making its own life real and complete."²

From 1917 until the present time advocates of vocational high school journalism have based their convictions on the above statement. They admit that there are two ways a boy can enter journalism after high school. He can attend college and major in journalism and get the allied training in science and the social sciences and the so-called cultural courses. Or he may get a job on a small newspaper and thus learn the technique of newspaper work.³

1/ Grant M. Hyde, "What the High School Teacher of Journalism Can do and Should Do," p. 718.

2/ James Fleming Hosis(compiler), "Reorganization of English in the Secondary Schools,"

3/ Carl G. Miller, "High School Reporting and Editing," p.6

The advocates of vocational journalism in the secondary schools do not question which alternative is better. A college education is a great asset to any journalist. It has been shown repeatedly that the college boy finally wins the journalistic honors in competition with boys who learned the business on the job.¹

But, say these men, most high school students cannot go to college. A statement made as recently as 1935 shows that American youth does not have the opportunity of choosing an alternative:

"....In the secondary schools to-day are found millions of American youth who have no intention and little hope of going to institutions of higher learning. The American high school is now in actual effect the 'peoples college.' Under present conditions it represents the highest type of formal education to which a great number of American young people can aspire. A complete reorganization of secondary education is required if this great body of American youth is to be best served."²

Still more recently, in 1936, an author is concerned, not about the students getting through college, but **through** high school. He says:

"We hear much said about the tremendous increase in the enrollment in the secondary schools. It is true that great strides have been made in the last forty years, and we do enroll approximately fifty per cent of the population of high school age in our high schools, but it is time that we begin to consider seriously the tremendous elimination that is going on from our high schools. About half of those who enter the first year drop out the fourth year. This high mortality suggests at least that the high school is not

^{1/} See Chester S. Lord, "The Young Man and Journalism," p. 21.

^{2/} Samuel Everett (Editor), "A Challenge to Secondary Education," p. 6.

meeting the needs, interests, and capacities of a large proportion of its students. Is it any wonder that the high schools are being criticized by the public when fifty percent of the select fifty per cent who enroll drop out before completing the course? The day when the public will demand an accounting for the funds being spent on the teaching of algebra, Latin, French, geometry, history, English, and the rest is upon us."¹

Those who argue in favor of permitting high school journalism to be vocational point to such conditions in support of their contentions. Is the boy or girl who cannot get to college to be barred from entering the journalistic field? May he not become a competent newspaper man in receipt of a respectable salary before the college graduate makes an actual beginning? If "the managers of newspapers, farm journals, trade and professional periodicals, and of great commercial and industrial enterprises also, find it increasingly difficult to obtain men and women who are competent to write concise, simple, correctly spelled English" ² are not the high schools justified in giving journalism a vocational slant? These are the questions that are being asked by those who justify vocational training in journalism in the secondary school.

The arguments of the men who defend vocational practices in high school are strong but in respect to vocational training in journalism the secondary schools, for the most part, they have adhered to the principle of offering journalism on a strictly non-vocational basis.

¹/ A.D.Mueller, "Educating Youth for the New Age," p. 592.

²/ Charles Dillon, "Journalism for High Schools," p. v.

G. Various Other Objections.--

There are a few minor objections to high school journalism that cannot be treated under any of the above heads. There is, for example, the contention that such a course leads youths away from their own locality to occupational and economic oblivion in the large cities.¹ Another is the debate concerning the advisability of permitting girls to take journalism,² and another says that the field is just opening up for women.³ There are other similar objections which might be presented here but all are of minor importance.

This chapter has presented objections to secondary school journalism. In those cases where the objections have been fully met, acknowledgment of the fact was made. The major objections, with the important exception of the teacher problem, have been removed. This does not mean that there are not high schools in the United States which are presenting journalism in a manner contrary to what has come to be approved methods. There are, perhaps there always will be, such schools, but the secondary schools teaching journalism have eagerly sought improvement and, on the whole, have conformed to accepted standards.

"Newspaper Writing is winning a place for itself. That it must still work hard to achieve good standing in educational circles is not a cause for complaint. Those who hold

1/ Charles Dillon, op., cit., p. 84

2/ Rose Howell Holden, "Women and the Fourth Estate," p.8.

3/ Gladys Cove (Editor) "Changing Patterns in Journalism," p.2.

any field are quite right in asking to see the passports of newcomers. Laboratory methods in composition should be able to come off well from the most searching scrutiny or else they must expect to be held under suspicion while further evidence is being produced. But they ought, of course, to be given a fair chance to bring forward the evidence."¹

¹/ L.N. Flint, op. cit., p. 5.

CHAPTER IV

SECONDARY SCHOOL JOURNALISM: JUSTIFIED

In keeping with the general policy of this thesis this chapter does not attempt to deal with publications. They are a part of high school journalism, it is true, but not included in the blanket term "journalism" as used in this study. There is no need of justifying high school publications; their right to existence is generally recognized.

The very nature of the discussion make it more expedient to include many of the values and advantages of secondary school journalism in preceeding and succeeding chapters. Were it not for this fact the present chapter would reach excessive proportions. Writer after writer has labored in defense of high school journalism. In no other phase of this study is there so much available material. Practically every reference in the bibliography at the end of this thesis contains statements or arguments in support of secondary school journalism. Because justification of the movement has been included in other chapters it is possible to limit this chapter to a few specific sub-headings.

A. Aims.--

The best justification for secondary school journalism is found in its aims. It is true that the courses sometimes fall short of achieveing these aims but the intent makes the attempt worthy. There are nearly as many aims, purposes or

objectives as there are schools offering the subject. This is very natural for the recent standardization of courses has not yet had time for general acceptance. Recording the published aims of journalism courses would create a formidable list. Many of the published lists can be compiled and a voluminous report of the aims avoided. To do this your author has taken the many lists he had collected and made them into a composite and inclusive summary. The chief aims of secondary school journalism courses are:

1. To use journalistic subject matter and methods in training the student to express himself correctly, concisely, and effectively. Or, as it is called by some, "motivating composition."
2. To familiarize the student with the significant facts about the history and growth of the newspaper, with special reference to freedom of the press and the power of the press in molding public opinion.
3. To give the student an understanding of the newspaper as an institution, as an organ of democracy; to show the place of the newspaper in the modern social life and its relation to the student as a citizen.
4. To develop in the student powers of observation, awareness, initiative and responsibility, with special attention to the difficulty but necessity of accuracy.
5. To acquaint the student with the different kinds of news-

papers and to discriminate between the good and the bad in selecting newspapers.

6. To promote an understanding and appreciation of the newspaper; to support the better type of journalism.

7. To help the student to be a more intelligent reader of newspapers, therefore, a more thoughtful citizen. To help the student get the greatest personal benefit from the newspaper.

8. To provide a cultural benefit, through keeping abreast of current history, and by the cultivation of good taste and judgment. This will ultimately mean improved public taste and a greater nation.

9. To instil an appreciation of the more finished forms of literature than journalism provides. To create a spirit of social amelioration.

10. To make the course valuable for future business men, plumbers, teachers, lawyers, and stenographers as well as for future journalists.

11. To apply the forgoing principles in gathering, writing, and editing material for the high school paper; by providing practical instruction in the correct methods of doing these things.

12. Some claim no vocational pretensions, other have definite vocational aims. Still others treat this aim by statements similar to this: "A vocational aim, in a period when even college graduates have almost no prospect of obtaining news-

paper positions, should be considered secondary."¹

The above list was arrived at by taking the expressed aims in numerous text books, magazines, courses of study, and personal letters. It does not pretend to be the objectives of any one school. It is, rather, all the aims the present author could find. Most schools limit their aims to a few brief statements. This list is undoubtedly too comprehensive for any one school, as secondary school journalism is now offered. It does, nevertheless, show that the aims justify the place of journalism in the high school. Aims alone, however, do not provide criteria for judging the value of secondary school journalism.

B. Training in English.--

The principal justification in the past, and to a great extent in the present, has been and is, the improvement of both oral and written language skills through secondary school journalism. The instigation and continuance of almost every course in journalism has been based on that motive--greater dexterity in using the English tools. Recognition of these values is included in many phases of the present study.

The indictment against English courses has been that they held up a standard of language which was too stiff and academic, far too pedantic and scholastic. But now the

¹/ Ruth Hunt, Anne P. Hopkins and J. O. Faulkner, "Journalism" p. 104.

English teachers themselves have advocated putting 'life' into their subjects. The opinions of English teachers quoted in the last chapter is exemplary. But no matter how the pendulum swings there are objectors. To-day there are those who complain that including journalism in the curriculum takes the culture out of English and makes it entirely too practical. The following opinion contradicts the complaint:

"Further, I should like to insist, briefly, that journalism has a place in the English Curriculum because of its general cultural value. I like to think of journalism as the most comprehensive field in the realm of our educationwe find journalism to be a large part of what we call English, making it logical to incorporate journalism in the English department."¹

Another justification for the inclusion of journalism in the English curriculum is found in the plea of an author for 'educating youth for the new age.'

"The ability to speak and write the English language correctly and effectively, in order that students may be prepared to perform the ordinary oral and written activities of everyday life, is of first rate importance. But instead of having the work consist of 'having grammar' or 'doing punctuation' or of 'writing a theme', the mere suggestion of which tends to curb rather than encourage the expression of ideas, it should be based upon vital activities in the lives of the students.

These activities should grow out of the actual situation arising in the school and community. First-hand experience gives rise to intellectual and emotional stimulation which is the essential source of expression. The extra-curricular activities of the school, and correlation of English with other departments in the school provide genuine opportunities for developing correct oral and written English. Examples of such activities are the school paper, a literary magazine produced by the school, reports on hobbies, competitive

1/ Rabun Lee Brantley, op.cit.,p.482

essays, poetry, and short-story writing, biographies, debates, radio talks, story-telling, conversations, and discussion, giving instruction and explanation, announcements, reports and the like."¹

A final illustration of attitudes toward the value of progressive English in secondary schools is found in the words of Professor Barnes when in addressing the twenty-fifth anniversary convention of the National Council of Teachers of English he said:

"Language is primarily a mode of social conduct, a type of group behavior. No doubt it is something to train a student in privately thinking through a topic and in communing with his muse and his fountain pen until he has an acceptable expression. But the student is now and probably will be throughout every day of his life involved in situations in which his individual language effectiveness will depend upon his behavior as a member of a group, upon his agility and resilience, upon his rapid adaptation to circumstances, his co-operativeness, in short upon his social intelligence, rather than upon his linguistic ability and verbal and logical power."²

English teachers recognize the need of teaching English that can be used in everyday life. Secondary school journalism is indebted to their recognition of this need for its present wide-spread acceptance. Or perhaps it would be better to say that the teachers are indebted to high school journalism for meeting that need. At any rate one of the major justifications of secondary school journalism is its great value to the English Department. Perhaps this treatment of so important a justification seems scanty but, it is hoped,

¹/ A.D. Mueller, op.cit., P. 593

²/ From the Boston Herald, dated November 27, 1936.

compensation for it is to be found on other pages.

C. Improved Reading Habits.--

A study of the objectives of high school English courses, reveals the fact that raising the reading standards is one of the principal aims. Whether the graduate goes into life and retains the standards of judging literature for his leisure time reading is doubtful. In most cases it is generally agreed that the permanent forms of literature are neglected and that newspapers and magazines are the chief reading vehicles.

With all the efforts expended by high school faculty members ninety per cent of the reading done by high school students is in 'pulp' magazines. Miss Anita P. Forbes, speaking before the National Council of Teachers of English pointed out that this situation constitutes a menace to the pupil's morals, his English and his mind. She recommended a magazine project as the remedy.¹

Teachers recognize also that it is a difficult task for pupils to get full enjoyment and return from reading older works. Carl W. Ziegler, professor of education at Lafayette College, records the results of a study which shows that the reading standards of pupils is raised while interpreting the day-to-day world, working backwards to conventional history in search of causes. In part he says:

1/From the Boston Herald, dated November 29, 1936.

"....it is certainly not necessary for us to live merely in the one dimension of the past or to educate our boys and girls for such a life. No individual can believe himself an efficient citizen unless he is equipped not only to appreciate the achievements of other generations, but also to analyze carefully the events of the present day....

Now it may be that many of the finer and keener intellects of our young people will through their own initiative and interest learn how to select from high-class newspapers and magazines what is essential for their understanding and use in the crises of today. Or they may not. Likewise, through minds trained only in the achievements of the past, some may gain the power to interpret present-day events in a satisfactory manner. Or they may not. But the majority are likely to fail in their realization of the true significance of what is taking place in 1936-37, if in their secondary schools, knowledge was for them a dead, closed thing embalmed in a textbook from one to twenty years old instead of being a vital pulsating force of the present, changing so rapidly, occasionally even so violently, that only he who follows closely its developments from day to day can realize in his daily life its possibilities.

An honest investigation of the sales to both adults and younger people of the wood-pulp magazines and of the sensational dailies, substantiates the fear of many that too little is being accomplished in our schools to prepare our boys and girls to use wisely the wealth of really fine material which issues from the printing presses of the nation day by day." 1

It is understood that the newspaper is a very important means of communication and information. It secures the attention of very large numbers. The public is its pupil.

"In view of the vast office of the newspaper as an intellectual medium, it is well to note its merits and defects as a knowledge-diffusing agency. The newspaper is a teacher, a preacher, a school. It instructs and informs. The public is its pupils and parishioners. It even supersedes conversation and simple communication,....so forcefully has the newspaper appealed to the public that an observer believes the newspaper to have imposed upon the American people distinct mental traits, which he characterizes as a newspaper intelligence....it takes no vacations and its classes are never dis-

1/ Carl W. Ziegler, "Modern Trends in Education: History in the Making," from the New York Herald Tribune dated Sunday, October 25, 1936.

missed. The newspaper pursues even when one would flee. It exerts constant pressure, and by cheapness, appeals to human interest, and commercial tactics, leaves no stone unturned to make and hold readers." 1

A few facts, to further clarify the reading situation in the United States, will indicate the need for high school journalism. The English Journal presents this information:

"The circulation of newspapers in the United States is at least fourteen million copies daily. America reads more magazines than does any other country in the world. It is probably safe to say that 90 per cent of the adults of this country read some of the things in the newspaper and that 75 per cent do some reading in magazines. In one investigation someone discovered that of the one and one-half hours a day which the average adult spends in reading, sixty-eight minutes were given to the newspaper and magazine. Two magazines of a high type that carry thoughtful material about government affairs have a circulation of not more than seventy-six thousand copies while a 'confession' magazine, made up of very doubtful material, has a newstand circulation of over one million copies every two weeks. In a small western state alone the total circulation of the lower-class magazine, according to this study, ran close to two million, while the better type hardly made the eight hundred thousand mark." 2

News reaches every walk of life. It influences the thought of the nation. But there must be discrimination. If only the comic strips and sports sections of the poorer papers are read the value of the newspaper will be lost. The principal function of the right kind of journalism is the same as that of education--to build better citizens. Better newspapers, better government, and better citizens will not develop until the coming generations of school children

1/ Arland D. Weeks, "The Education of To-morrow," pp. 58-59

2/ Elizabeth Carney, "An Effective Newspaper and Magazine Unit," p. 753

demand good newspapers and know how to use them. The aims of high school journalism set forth earlier in this chapter prove that advocates of the secondary school journalism movement are cognizant of this need. The reading situation of the nation, as chronicled above, is really lamentable. The fact that 90 per cent of the reading of adults is in newspapers and magazines makes it obvious that careful attention to training in their use should be given in the schools. Education in finance, which has become so vital in American life, comes principally from the newspapers. "The American public, the greatest race of newspaper readers in the world, probably receives 99 per cent of its education in finance directly from the financial pages of the daily press." ¹

A general indication of what is being done is found in the syllabus in English for the secondary schools of New York. They advocate a very early beginning.

"The habit of reading magazines and certain sections of the newspapers regularly should be formed not later than the seventh year. The exploratory instinct so active at this period should be used to interest pupils in world affairs, science, invention, discovery, government and social problems. After experimentation pupils should decide upon the approximate amount of time that may profitably be devoted daily to the newspaper. They should be able to form judgments as to the value of news on the basis of its source and should be able to distinguish between the cheap and sensational sheet on the one hand and the reliable newspaper on the other." ²

1/ John G. Forrest (Compiler), "Financial News: How to Read and Interpret It," p. 2

2/ State Education Department, Albany, "Syllabus in English for Secondary Schools," p.24

Teachers and administrators are coming to recognize the need of more attention to the newspaper. They are no longer deluding themselves with the hope that somehow, by chance or through influence of home and companions young people will learn how to choose, how to evaluate, how to study what current publications have to offer in the way of genuine education. The need of training is apparent. Educators are meeting this need. In other chapters of this study attention has been directed to what is being done. Specific plans are presented in succeeding chapters.

D. Exploratory Experience.--

Further justification of the place of secondary school journalism in the curriculum is found in the value it holds as an exploratory experience. Although both sides of the vocational controversy have been presented in this thesis, the arguments seem strongest in favor of non-vocational treatment of high school journalism. This, however, does not detract from its value as an exploratory experience. With the growing complexity of life and the advancement of education and intelligence, the demands upon journalists have become greater. The high school student, who is usually undecided about his life work, is entitled to know these demands, as well as the demands of other occupations.

"....persons familiar with such questions have long known that few students enrolling in the freshman year in college have any clear idea of just what they intend to do....Why should not the high school student know before going to col-

lege whether he cares to undertake journalism as part of his course? With hundreds of high schools printing papers of one sort or another, usually for practice in writing, why should not the methods and the ethics of this old profession be made plain in the formative years, when association and proper direction have the strongest influence in deciding the career to be chosen?"¹

The youth of America seldom plans his course systematically. He tries many things at great waste of time and effort before he finds himself. Many young men and women in their senior year in college are still uncertain of what they would like to do. It is reckoned that only five out of one hundred succeed at the thing undertaken in the first instance. America is a land of many opportunities and diversified occupations, the love of change fascinates and leads away many original aspirants to an occupation. The natural result is that many successful men today have tried a number of things before they 'found themselves'. If a young man happens to find himself in journalism he can look forward to a life of usefulness, of honor, and of great color. But the youth in high school should be warned about the difficulties of the profession. It should be the task of the high school to give the student the opportunity to find out for what he is best fitted. Secondary school journalism will give students a chance to check on the requisites of the profession and the necessary qualifications.

"Students fascinated by the glamour of the newspaper office should find the exploratory experience they need to decide whether or not they really care to go into the field seriously. Those who have already made their decision to

¹/Charles Dillon, op. cit., preface iii.

enrol in upper-division schools and departments of journalism later should find the general course the preparatory experience they need to succeed later." ¹

Secondary school journalism, both in courses and in publications, is providing the youth with the opportunity of seeing journalism functioning at first hand. This, of course, is one of its objectives, though not the primary one.

"The development of journalistic writing in high schools provides excellent opportunity for the student to obtain preliminary conception of the nature of journalism and valuable practice in simple journalistic technique. Many editorial principles that guide the three high-school publications, the weekly newspaper, the magazine, and the annual or semi-annual, are identical with major principles that guide the publication of adult periodicals. The high-school journalist, properly taught, learns principles that he can apply later in the broad field of adult journalism." ²

It might, therefore, be assumed that journalism courses and publication opportunities should be available for only those interested in journalism as a future profession. This is not the case; secondary school journalism is constructed to fit high school needs in general.

"Let those who will pursue journalism as a vocation, but give a taste of, or a speaking acquaintance with, the journalistic world to every student. This knowledge will make sure the motive for writing, increase composition efficiency, and broaden the field of one's experience, from which material may be readily drawn." ³

¹/ Laurence R. Campbell, "Junior College Journalism," p. 727

²/ Carl G. Miller, "High School Reporting and Editing," p. 6

³/ Rabun Lee Brantley, op.cit., p. 482

1. The first part of the paper discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the success of any business or organization. The author provides a detailed explanation of the various methods used to collect and analyze data, highlighting the importance of consistency and accuracy in the process.

2. The second part of the paper focuses on the challenges faced by researchers in this field. It discusses the difficulties of obtaining reliable data, the limitations of existing methods, and the need for more sophisticated techniques. The author also addresses the ethical considerations involved in data collection and analysis, emphasizing the importance of transparency and accountability.

3. The third part of the paper presents the results of a series of experiments conducted to evaluate the effectiveness of different data collection methods. The author compares the results of various methods, including surveys, interviews, and observations, and discusses the strengths and weaknesses of each. The findings suggest that a combination of methods is often the most effective way to collect data.

4. The fourth part of the paper discusses the implications of the research findings for practice. It provides recommendations for how researchers and practitioners can improve their data collection and analysis processes. The author also discusses the potential for future research in this area, highlighting the need for continued exploration and innovation.

5. The final part of the paper concludes with a summary of the key findings and a discussion of the overall significance of the research. The author emphasizes the importance of maintaining accurate records and the need for continued research in this field. The paper ends with a call to action, encouraging researchers and practitioners to work together to improve the quality of data collection and analysis.

E. Values.--

Early in this chapter it was pointed out that many of the values of secondary school journalism are included in other portions of this study. The values of such activity, of course, are its justification. This chapter has dealt with the justification of high school journalism through its aims, its aid in English, improved reading habits, and its exploratory opportunities. In addition to the values presented in other chapters there are certain general advantages which have not been presented elsewhere. These will now be discussed.

The previous phase of this chapter tried to convey the idea that journalism is not only for those primarily interested in journalism. To stress this point further and to show some other values let us quote from Carl G. Miller:

"Whether the student eventually takes up a journalistic career or not, his high-school experience should prove decidedly educational. He should gain ability to express himself in English. He should enlarge his conception of life as service, for when he does good work for his school publication, he performs a valuable service for his school. He should increase his understanding of American publications, and of the fundamental principles of advertising with which American business is definitely interwoven. He should be able to select his reading with insight. As a trained newspaper reader, he should learn to demand better service from the newspapers themselves, and thus indirectly help to improve society. Finally, he should learn the great principle of co-operation, that is, of working successfully with others." ¹

In many cases high school journalism is considered an extra-curricular activity, although Greenawalt says,

"The school press is not an extra-curricular but an allied-curricular activity in the school system and has both academic and vocational values. It is an asset to all de-

1/ Carl G. Miller, "High School Reporting and Editing," p. 8

partments of the school." ¹

The standard set up for extra-curricular activities is:

"(1) To provide proper guidance of such strong instincts as gregariousness, love of approval, desire for mastery, rivalry, desire for mental activity, etc. (2) To develop such desirable traits as leadership, initiative, co-operation, fair play, self-control, sense of responsibility, etc. (3) To develop the ability to choose wise leaders and to become loyal, yet critical, followers." ²

If this is the accepted standard for evaluating extra-curricular activities, and if high school journalism is considered an extra-curricular activity, it certainly justifies its place. Comparison of the aims of journalistic activity with the above standards shows secondary school journalism a desirable activity. The worthwhile character of the work can be witnessed in the annual publication of the Best Creative Work in American High Schools by the National Honorary Society for High School Journalists. The many advantages attributed to secondary school journalism are plainly visible in this national collection.

Speaking of the values of high school journalism a writer points out:

"The pupil who does preeminently well the work of the assignments in English or newspaper writing may become a reporter, a proofreader, an editor or even a journalist. This may occur if the teacher of English knows the background of that field. The opportunity for a pupil to try himself out in newspaper work can be found on the high school paper or year book, or the writing up of news items for the local editor." ³

1/ Lambert Greenawalt, "School Press Management and Style" p.4

2/ Thomas Cecil Morelock, op. cit., p. 42

3/ John Joseph Convery, "English as a Skill in Occupations" p29

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The present writer takes exception to Mr. Convery's method of classification, feeling that an editor, reporter, and proofreader are journalists. But he goes on to point out that high school journalists get training which will help them to become newspaper writers, radio broadcasters, writers of short stories, advertising men, book-reviewers, civil service workers, etc. Another author expresses a similar opinion:

"Experience in newspaper work is good preparation for allied positions in the movies, secretarial positions in public office, advertising and publicity, for work on magazines, and for independent writing. Material for magazines is usually purchased from writers who are not staff writers." 1

High school journalism attracts two kinds of students: those who are interested in publications and those who are both interested in publications and who believe they want to make journalism their life work. It has been pointed out that for this latter group secondary school journalism provides an exploratory period which will save them much wasted time and effort. But for both groups it has this advantage:

"....it provides his first genuine chance to write for publication something to be read by those whom he wishes to please, whose praise or approval he values. When the number of students who measure up to these requirements is compared with those who seldom write except under compulsion, it is not difficult to understand why the school paper may be a perfect machine for testing the student's real attitude toward journalism; or why it may be a dreary failure instead of a very valuable asset." 2

1/Walter J. Greenleaf, "Careers: Journalism," p.2

2/ Charles Dillon, op. cit., p.2.

A great variety of values has been attributed by teachers to journalism. Many of these are not fully realized by teachers and principals. In many states, however, as in California, teachers regard journalism as superior to English in composition training, and principals regard it as superior to other high school subjects in accomplishing the educational ideals.¹ The benefits can be made very simple, first, to the students in the class; and second, to the school as a whole through improvement in the school paper.²

Other writers have described the value of journalism in very simple terms. Dr. Willard G. Bleyer, an outstanding authority on the teaching of journalism, now at Wisconsin, says, "It seems to me that the function of the courses in journalism is to teach students how to think straight about what is going on in the world at large and how to apply what they have learned to understanding and interpreting the day's news...."³

Others have pointed out that it provides contacts that no other beginner could possibly have, that it is an excellent field for the teaching of ethics, that it makes better citizens, makes for a greater awareness of social problems, that it serves as an integrating force, and that it has the all-

1/Harold L. Cassiday, "Journalism in the High Schools of California," pp. 525-526

2/ Leon Nelson Flint, op.cit., p.6

3/ Rabun Lee Brantley, op.cit.,p.482.

1870

1871

1872

1873

1874

1875

1876

1877

1878

important quality of timeliness.

Social amelioration has been an aim of high school journalism for sometime. This aim has been one of the chief justifications for courses in the subject. Defending the values of secondary school journalism an author says:

"Censorship of non-patronage ultimately will drive out the tawdry movie, the cheap newspaper, and the banal radio program if they are to be driven out at all. If the high school journalism course can be said to contribute something to the betterment of the newspaper reader then that course needs no apology in the curriculum." ¹

Along the same lines another author has expressed his grievance thus: "Under-education for consumption is revealed in low standards of popular music, shapeless architecture, ill-kept homes and streets, unjustifiable fashions, and sensationalism in literature and manners." ² A look at the aims of journalism makes it clear that the high schools which include journalism courses in their curricula wish to raise the standards of public taste.

Another way of looking at the advantages of high school journalism is seen in a speech delivered before the National Council of Teachers of English at its Washington meeting in 1934:

"For the high school pupil, it is safe to say the school publication and the journalism course of the new day will together be a finding course filled with previously un-

1/Russell J. Hammargren, "Why High School Journalism?".p.341.

2/ Arland D. Weeks, op.cit.,pp.164-165.

developed cultural values of limitless scope.

For the curriculum, such work will be the first practical basis for evolving the inevitable 'fusion' course plan to break down the walls now separating the content and point of view of each course from all the others.

For the school itself, that field will serve as one of the mighty factors in the program of public relations that has been born one hundred years too late." 1

After presenting the values and advantages of secondary school journalism in general, your writer returns to specific examples and uses those presented in the Kansas course of study for secondary school journalism, which says:

"For the larger proportion of students who elect journalism, the course is valuable in its emphasis upon accuracy, punctuality, dependability, industry, and resourcefulness. A broad interest in people and enjoyment of all that concerns their welfare mark the students who give the most to the journalism course and get the most from its study." 2

Before leaving the subject of values in secondary school journalism there is an important point to be discussed. There are those who accuse high school journalism of enticing youth into an occupation which will bring them only failure. One side of this argument has been presented in an earlier chapter. The authors who say that the profession is overcrowded and that college journalism graduates were not being placed were quoted. Now the support for the other side should be, and is, presented. Writing in 1924 one authority says:

"Journalism is an institutional profession, and as the institution grows the demand for competent workers increases,

1/ Lambert Greenawalt, "What States and Cities are Doing on Courses of Study in Journalism," p.238

2/ Ruth Hunt, Anne P. Hopkins, and J.O.Faulkner, op.cit., p.104.

while the supply, from the casual sources so long depended upon, decreases. But the demand is insistent and it calls more and more, not only for men and women in greater number who have the gift of nature that adopts them to the profession, but who have a foundation of education, general and specific, and some measure of preliminary training. It demands, that is to say, not only workers but more workers who are better equipped at the beginning of professional practice. Granting the advantage of training through practical experience in actual newspaper work, the fact remains that opportunities for experience in all the elementals decreases with the increasing complexity and specialization of that work, particularly in the metropolitan field." 1

The date of the above publication naturally makes one skeptical in the face of the many changes that have taken place since. But an author writing as recently as 1935 reiterates the same view point as was expressed in 1924, modified, of course, by the events that have occurred in the last decade.

"Consolidation of newspapers is gradually reducing the number of papers in the United States but those remaining are undoubtedly stronger and the total number of editorial employees on newspapers in normal times is probably increasing rather than decreasing." 2

This chapter, as a whole, has presented those reasons which, in the minds of men, justify the place of journalism in the high school. Admitting at the beginning that the majority of values had been included in other chapters it proceeded to treat the other justifications under the heads of: aims, English training, improved reading habits, exploratory experience, and general values. It is believed

1/ Casper S. Yost, op.cit.,pp.72-73.

2/ Philip W. Porter and N.H.Luxon, op.cit.,p.4.

1. The first part of the paper discusses the importance of the study of the history of the United States. It is argued that a knowledge of the past is essential for a full understanding of the present and for the development of a sound policy for the future. The author points out that the study of history is not only a means of acquiring knowledge, but also a means of developing the ability to think critically and to make sound judgments.

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4. The fourth part of the paper discusses the importance of the study of the history of the United States. It is argued that a knowledge of the past is essential for a full understanding of the present and for the development of a sound policy for the future. The author points out that the study of history is not only a means of acquiring knowledge, but also a means of developing the ability to think critically and to make sound judgments.

that this chapter, supplemented by the justifications listed in other chapters, constitutes a comprehensive treatment of this phase of secondary school journalism.

CHAPTER V

SECONDARY SCHOOL JOURNALISM: EDITORS' OPINIONS

Following the advice of those more schooled in the ways of men, the writer of this thesis did not use questionnaires. There appears to be too many objections to such a method. The attitude of the men and women in the field of journalism toward high school journalism, however, constituted, in the author's opinion, an important phase of this report. Choosing a limited number of outstanding editors of well established newspapers and magazines, geographically located to give a national perspective, the author began his correspondence. The results of this may be considered a stalemate. Of the fourteen opinions received, six appear to favor, six to disapprove high school journalism and two to be non-committal.

The letter sent to each of the fourteen editors asked two questions. (a). Did you receive any journalism training in high school? (b). Do you think journalism should be taught in high school, and if so, elective or required? In regard to the first question it appears that the editors contacted were in high school before the advent of journalism in that field. The author was curious, however, to ascertain whether the editors' answers to the second question were influenced by a first hand contact with high school journalism.

With the questions in mind, we look at the answers.

Mr. Sedgwick, of the Atlantic Monthly, seemed loathe to give his opinion:

"You must not generalize from a single instance. I never studied journalism, but I have always thought that the few months I spent in a practical newspaper office soon after leaving college were invaluable to me." 1

Ellery Sedgwick,
Editor.

The editor of the Kansas City Kansan, one of the leading newspapers of the West, gives his opinion as follows:

"I did not study journalism in High School, however, I think that it is well to offer some journalism in High School and make it elective. Journalism is offered by our local High Schools and we have found some students who were graduated from these courses good material for reporters. I would not be in favor of making the course compulsory." 2

W. A. Bailey,
Editor-Manager The Kansas
City Kansan

Turning again to the magazine field we record the opinion of an editor for the Survey Graphic, a distinguished magazine in its field. It can be concluded from her letter that she is not favorably disposed to high school journalism, as such:

"For a high school student who wishes to go into the field of journalism-newspaper or magazine-I think the best preparation is careful, painstaking, thorough work in English. I am constantly appalled by the letters I receive from high school students who cannot spell, or punctuate, and who apparently have only the most superficial working knowledge

1/ Personal letter from Ellery Sedgwick, dated October 20, 1936.

2/ Personal letter from W. A. Bailey, dated October 19, 1936.

of English grammar.

If the highschool student is seriously interested in writing, he can learn a lot just by practicing not only his high school themes, but letter writing, keeping a journal, summarizing books and articles, and so on. Journalism is one of the few trades that can best be learned on the job.

Certainly a high school student is not ready for formal training in this or in other fields, except perhaps one of the manual trades. If a young person feels that before trying to get an unskilled apprentice job on a newspaper or magazine he would like some formal training, that had best be put off until he has a grip on the elementary tool of good, sound, clear prose writing."¹

Beulah Amidon,
Associate Editor.

Mr. Luce, editor of Time Magazine, probably the most popular of the serious magazines, sent his opinions through an assistant, who expressed his superior's views as follows:

"Mr. Luce has asked me to thank you for your interest and to offer his regrets that he cannot comply with your request by answering all of your questions in full. At the time that he was in high school, courses in journalism were a great rarity even in colleges and in fact none was offered at the school to which he went.

With regard to the advisability of including courses in journalism in high school, Mr. Luce does not feel competent to offer an opinion since he has not enough current information as to how the subject is taught or how students use what learning they acquire."²

I. Van Meter
Editor's Assistant

Gold V. Sanders, Editor of the Jacksonville Journal, Florida, returned the original letter sent him with a "NO" beside the question-Did you study journalism in high school? And "YES, elective" written beside the question-Do you think

¹/ Personal letter from Beulah Amidon, dated October 21, 1936.

²/ Personal letter from I. Van Meter, dated November 2, 1936.

it should be taught in high schools, if so, elective or required? ¹

Mabel Harding of the American Magazine returns a negative answer on behalf of Mr. Blossom, editor of the magazine. She says:

"Mr. Blossom, editor of the magazine, asks me to tell you that he did not study journalism in high school. He does not feel that journalism, as a subject, is of much value to high school students. Rather would he advocate a broad general course in current trends. However, if journalism is one of the courses in a school he thinks that it should be elective, not compulsory." ²

A member of the editorial staff of Fortune Magazine, Albert L. Furth, gave a definite answer to the first questions. As an answer to the second he quoted a letter he had written formerly on the subject of journalism. Although it pertains to college journalism in particular, Mr. Furth submitted it to the present writer as an answer to the second question asked. Therefore it is included here in full.

"So far as I can discover, no member of FORTUNE'S editorial staff studied journalism in high school. Your other questions are less easy to answer. What ideas I have on the subject are embodied in a letter which I recently wrote to a friend who is a university Professor of English and who asked my views on a proposed university course in journalism. For what they may be worth to you, I shall quote the pertinent paragraphs.

'It was mighty good to hear that you are making headway with your journalistic program. My feelings about it are nebulous because I know so little at first hand about journalistic courses and have been exposed to so many second-hand prejudices against them. You know what I mean. So many

^{1/} Personal letter from Gold V. Sanders, dated October 21, 1936

^{2/} Personal letter from Mabel Harding, dated October 26, 1936

editors are inclined to sneer at the idea of teaching journalism and so few know what is taught and how. With that qualification, I shall blow my bazoo as follows:

'The paragraph on background courses leaves little room for discussion so long as 'background' does not mean merely 'preparatory'. The point I am trying to make is that a solid grounding in the subjects listed there would provide a mighty fine equipment for a journalist even if he went no farther. I hope that 'social, economic and political affairs' included strong emphasis on contemporary events. About all I took away from my course in Economics was a notion of the law of supply and demand which didn't help much in later years to understand the meaning of the gold standard.

'As for the courses in the field of journalism, frankly, I don't know what to say. I note that the teaching is to be non-technical, but I wish I knew more about it than that. If their purpose is to instill a healthy respect for the simple declarative sentence, an abhorrence of jargon, a faithfulness in quoting people as they actually talk and describing them as they look, and to cultivate a passionate inquisitiveness--then, I'm all for them. And I have one specific suggestion, probably accounted for by my personal enthusiasm. I should like to see at least one course which required a student to know and report the complete background of the stories which he sees headlined in his newspaper--to know the why of the Spanish revolution, of John L. Lewis, of the 'Quoddy dam, of Secretary Wallace's latest farm survey, and so forth."¹

Albert L. Furth
Assistant Managing Editor.

Marjorie Barrow, Editor of Child Life, advises the present writer that she did not study journalism in high school. She thinks journalism should be taught in the high schools on an elective basis. She finishes her letter with a very human little message:

"Sorry for such a brief answer, but I'm just leaving town. A wide awake course in journalism would surely prove interesting and helpful to certain students."²

Marjorie Barrow

^{1/} Personal letter from Albert L. Furth, dated October 19, 1936

^{2/} Personal letter from Marjorie Barrow, dated October 20, 1936

1. The first part of the paper discusses the importance of maintaining accurate records of all transactions. It is essential for the business to have a clear and concise record of all income and expenses. This will help in the preparation of the tax return and in the event of an audit.

2. The second part of the paper discusses the importance of keeping up to date with the latest tax laws and regulations. The tax laws are constantly changing, and it is important to stay on top of these changes to ensure that the business is in compliance with the law.

3. The third part of the paper discusses the importance of having a good understanding of the business's financial situation. This includes knowing the business's income, expenses, and assets. This information is needed to prepare the tax return and to make informed decisions about the business's future.

4. The fourth part of the paper discusses the importance of having a good understanding of the business's tax obligations. This includes knowing the business's tax rate, the amount of tax that must be paid, and the deadlines for paying the tax.

5. The fifth part of the paper discusses the importance of having a good understanding of the business's tax credits and deductions. These can be used to reduce the business's tax liability, and it is important to know which ones are available and how to claim them.

Conclusion

In conclusion, it is important for the business to maintain accurate records of all transactions, keep up to date with the latest tax laws and regulations, have a good understanding of the business's financial situation, have a good understanding of the business's tax obligations, and have a good understanding of the business's tax credits and deductions. This will help the business to prepare the tax return and to make informed decisions about the business's future.

It is also important to note that the information provided in this paper is for general informational purposes only and should not be used as a substitute for professional advice. The business should consult with a tax professional for more information.

Leaving the magazines for a moment and returning to newspapers the attitude of Mr. Bigelow, editor of the Portland Press Herald, in Maine, is expressed by an associate:

"Your inquiry, addressed to Mr. Bigelow I will try to answer for him, inasmuch as he is sick.

He did not study Journalism in high school, but he did have experience, as I recall, in the publication of an amateur journal while in school. As I recall his attitude, he does not think highly of taught journalism, preferring for men on his staff those of excellent education who might learn the newspaper business under actual experience and instruction. Were he to write to you himself, Mr. Bigelow might feel inclined to expand this statement somewhat."¹

Duncan Oliphant
Portland Press Herald

From Detroit comes the opinions of the editor of The American Boy, who seems favorably disposed towards high school journalism and, in keeping with the esteem in which his magazine is held by American youth, he takes the trouble to express himself fully on the subject:

"In answer to your letter, I didn't take journalism in high school because no journalism classes were offered at Rockford, Illinois, high school in 1914. Like many other students, however, I did enthusiastically go to work on high school publications. I was editor of our monthly magazine, THE OWL, for one year, and worked on the business side of the Annual in my senior year.

I believe that the teaching of journalism in high school is an excellent thing. Undoubtedly there are many students with a bent for journalism who can't afford a college education. There's no reason why these students shouldn't receive enough journalism instruction to help them on their way toward positions on newspapers and magazines. Although newspapers and magazines much prefer the college graduate, more than one high school graduate will make good in big time journalism through innate ability. And for this man some high school training will be valuable.

Furthermore, since most high schools publish newspapers and magazines, there should be journalism courses to tie in

^{1/} Personal letter from Duncan Oliphant, dated October 20, 1936

with these publications. These courses should probably be limited to the fundamentals of news and feature writing. The high school graduate who knows what a summary lead is will do a better job on a news story than the student without any instruction at all.

Journalism courses in high school, of course, should be elective rather than compulsory.

If I can be of any further help, don't hesitate to write." ¹

Franklin M. Reck
Managing Editor

From Alabama come the opinions of another newspaper editor--the editor of what is reputed to be the South's greatest newspaper. He says:

"....please let me say that I did not study journalism in either high school or college and that I think journalism should not be taught in high school unless the course is directed solely toward creating intelligent newspaper readers. Any vocational course in journalism, in my judgment, certainly should not come ahead of college, and, even then, I suspect it should not come prior to the junior year. I am keenly interested in college schools of journalism that do not devote too much time to vocational courses. I feel that the high school is not equipped to do effective work except in some general elective course, perhaps, pitched on the history and function of journalism in American life, intended primarily to make high school students more intelligent readers of newspapers." ²

J. E. Chappell, Editor
The Birmingham News,
The Birmingham Age-Herald.

A member of the staff of Vogue Magazine forwarded a very courteous and kindly letter in answer to the questions asked. She said:

"We believe journalism a very good course for high schools, but it should not be compulsory. It gives a very good foundation for the newspaper and advertising fields but

1/ Personal letter from Franklin M. Reck, dated October 23, 1936

2/ Personal letter from J. E. Chappell, dated October 19, 1936

for a magazine like Vogue, not considered as necessary as a sense of fashion and merchandising." ¹

Katherine Osgood
Vogue

From the middle west, where high school journalism is very popular, comes the words of a dissenter. Mr. E. A. Soderstrom, Editor of the Missourian, in Columbia, Missouri, did not study journalism in high school. He says journalism should not be taught in high schools because it has no place there. He adds a note to these emphatic words:

"The only way to teach Journalism is by the laboratory method, in Universities, under experienced newspaper and advertising MEN (emphasis original author's) as instructors." ²

EAS

Turning again to the magazine field the opinions of the managing editor of Nature Magazine are recorded as the final entry in this chapter. Mr. Westwood expressed himself as follows:

"I have your request for opinion as to the teaching of journalism in the secondary curriculum.

I did not study journalism in high school. At that time, it was twenty-five years ago, it was not taught in the high schools so far as I know. I did, however, create and edit a high school publication because it was a new school and none had existed before. However, even at that time I had determined upon following a newspaper career, which I did follow until as Irvin Cobb puts it: 'I degenerated into a magazine editor.'

I think that journalism with discretion and proper definition could be taught in high school, although I do not believe that it should be a compulsory subject. It would seem

^{1/} Personal letter from Katherine Osgood, dated October 26, 1936

^{2/} Personal letter from E. A. Soderstrom, dated October 21, 1936

to me more logically to be an off-shoot of the English course and that the classes should be small and include those who have demonstrated in their English course that they have the definite flair of one sort or another in the field of letters. I believe also that journalism taught in high school should be based first upon the history of journalism and the development of newspapers and magazines to their present position. Where possible, and where the high school happens to be equipped with a print shop, the journalism course could well be combined with the actual production of a school publication. I am a great believer in newspaper men at least having a background of actual contact with type and printer's ink instead of a theoretical contact. I believe firmly also that if journalism is interpreted as newspaper writing it should be taught by somebody who knows his field, perhaps drawing upon some local newspaper man of some standing and experience, as the teacher of the course. I also believe that any journalistic course should particularly emphasize the study of publications in the United States to the end that the students may know how news comes to be news, how it may be distorted for personal, political, social or economic reasons as dictated by the publisher, and whether it is safe to assume that all one knows is what one reads in the papers. This phase of the work might well be compulsory, although a course in newspaper or magazine writing in high school should be as aforementioned, in my estimation, elective.

I trust that these somewhat random observations may be of some assistance to you. You have a very interesting subject." ¹

Richard W. Westwood,
Managing Editor.

1/ Personal letter from Richard W. Westwood, dated October 19, 1936

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CHAPTER VI
SECONDARY SCHOOL JOURNALISM:
RELATION OF PUBLICATIONS TO COURSES

After reading representative opinions of editors in the field of journalism another angle of secondary school journalism is approached. As has been said, publications are not the prime concern of this thesis. The journalism discussed herein attempts to confine itself to journalism as a class room subject. What relation the publication shall have to courses in journalism, however, is an important problem. This chapter presents some of the expressed opinions on publications as they pertain to journalism classes.

Before considering the relation of publications to courses the values of the former should be discussed. It is very easy to find a list of such values. Almost every magazine article in the bibliography at the end of this study contains such a list. To record here all the values found in these articles would involve over a hundred entries. Each writer seems to present a different list of attributes. On closer observation, however, it is seen that the authors, in many cases, express the same thing in different ways. A condensed and re-arranged list in the present author's words follows.

(a.) The publication is a means of interpreting the schools to themselves. Serves as a medium of expression for student opinion. Develops respect for authority.

PROCEEDINGS OF THE

ANNUAL MEETING OF THE

AMERICAN ASSOCIATION OF

PHYSIOLOGISTS, HELD AT

THE UNIVERSITY OF CHICAGO, CHICAGO, ILL.,

DECEMBER 28-30, 1888.

EDITED BY

JOHN S. HARRIS, M.D.,

PROFESSOR OF PHYSIOLOGY,

UNIVERSITY OF CHICAGO.

CHICAGO: PUBLISHED BY THE

UNIVERSITY OF CHICAGO PRESS, 1889.

THE UNIVERSITY OF CHICAGO PRESS,

CHICAGO, ILL.

1889.

THE UNIVERSITY OF CHICAGO PRESS,

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1889.

THE UNIVERSITY OF CHICAGO PRESS,

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THE UNIVERSITY OF CHICAGO PRESS,

CHICAGO, ILL.

1889.

(b.) Serves the school community and reflects credit upon the school. The motto of local papers in most cases is a line for studies and a page for sports. The student publication supplies the school patrons with information they crave about school affairs. The local papers do not always find time to give adequate attention to school events.

(c.) Creates school pride, promotes good business methods, and assists in school enterprises.

(d.) Gives the students themselves an opportunity to participate in an activity from which they derive skill, experience, and pleasure.

(e.) The future of our educational system depends upon the students of to-day. The school paper presents an opportunity for inculcating an appreciation of free and universal education which will not deteriorate through disrespect as students become adults.

Of course it is understood that the above values or benefits do not accrue from the school paper if the publication is not conducted properly. More will be said of that in subsequent pages. The values of school publications as evaluated by three outstanding writers in the field follow.

"A school newspaper performs many valuable services: It interprets the school and its activities to students, parents and community; it unifies the student body and faculty and raises the morale of the school; it helps to fix standards of conduct, scholarship and athletics in the school; it vitalizes composition and is a most effective agent for teaching clearness, conciseness and vividness of style." ¹

¹/ Myra L. McCoy, op. cit., p. 244

"The school periodical enriches every phase of school life. It gives students responsibility. It encourages reading. It builds up self respect and sound school spirit. It encourages broad leadership. It fosters the intellectual and artistic life of the school. It sponsors worthy movements. It unifies the school. It stands for alertness, goodwill, loyalty, love of truth, the use of books, and constructive citizenship. It gives practice in the art of democracy and self government. It interprets the school to the people in the community. It helps to establish higher ideals of community journalism. The school periodical is indispensable to the highest cultural development of the school and the community."¹

The results of an investigation as to the values of a particular school paper in a community are embodied in the following summary:

- "1. From the data presented the justifiable conclusion is that the school paper is a very effective instrument. Parents, patrons, pupils and teachers all showed considerable interest in the contents of the paper studied. Only one of the topics, the editorial section, was noticeably lacking in appeal to the persons for whom it was written.
2. The paper was widely and intensely read by the entire community. This evidence of interest on the part of the community more than justified the method of distributing the paper. The data indicate that the parents and patrons read the school paper more intensely than did the pupils.
3. Certain topics, such as honor roll, humor, pictures and cuts, the 'Old Mariner' column, school-club news, and athletic news, appealed strongly to all groups. Other features, such as the superintendent's bulletin, library news, editorials, and advertising, appealed more strongly to parents and patrons than to pupils.
4. The interest shown by parents and patrons was general and was not confined to material written to appeal only to them.
5. This school paper is undoubtedly a valuable link between the school and the homes of the community. It is unusually effective as a means of informing the adults of the community about the problems and the activities of the school."²

Assuming that the above values are to be derived from a school publication if it is a good one, the problem of de-

^{1/} J. E. M., "Vitalized School Journalism," p. 153

^{2/} Troy A. Snyder, "What Does the Community Read in the School Paper?" p. 700

veloping such a publication arises. It is obvious that careful guidance on the part of a skillful counselor is essential. Without careful supervision and training of the staff the paper certainly won't possess these values. The natural trend is for the publication to grow out of class work. The true relation of the publication to the course or courses in journalism is involved in this phase of the movement. Speaking of the value of publications and their relation to the journalism class, one author says:

"The definite claims that are made as to the value of the course in Newspaper Writing center about the fact of publication. If the teacher will examine the 'psychology of print' he will gain a cheering realization of the subtle but potent influence of this aid to his work in teaching. No other writing incentive approaches it in vividness for young minds. It puts the flesh and color of reality and life upon the often forbidding skeleton of composition work. Its stirring appeal rouses the indifferent. Revision of written work becomes tolerable to the student when print is the object. The necessity for the perfection of form can best be taught, someone has aptly said, through the 'relentlessness of type'."¹

It may occur to the reader that there are schools which do not have classes in journalism. Most schools, however, have a project in news writing whether they have such a class or not. As has been shown in a previous chapter most sections of the country, with the exception of New England, have classes in journalism. They are known in some sections of New England but they are not as prevalent as in other states.

A school paper is practically a necessity for those schools which have classes in journalism. They need a vehicle

^{1/} L. N. Flint, op. cit., pp. 19-20

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for carrying out their ideas and activities. One of the prime values of such a course is that of permitting the student to learn through actual practice. The paper is the motivating factor for the activity of the class.

In what is considered one of the better books on extra-curricular activities the author speaks of publications, their guidance and their relation to the journalism class.

"If the school expects to realize in the knowledge, attitudes, or habits of its pupils whatever of educational value there may be in the first-year Latin, in geometry, in athletics, or in the school newspaper, it must provide guidance in the work to be done. The work may be curricular, partly curricular, or entirely extra-curricular, and the amount and possibly the quality of guidance may vary, but guidance is necessary. The point of view maintained in this chapter favors the present tendency for school newspapers to grow out of regular courses in newspaper writing. There are many of these courses but few of them are in print." 1

Another quotation to show the relation of the course to the publication is taken from a recent magazine:

"A course in journalism is necessary as a prerequisite to becoming a member of a school newspaper staff, not because there is anything highly technical about writing for a newspaper, but because clear, concise, effective writing is so uncommon among high school students. The present English curriculum is so crowded with literature, and English classes are so large, that little effective work is possible in composition.

.....

"The advice and guidance of a trained adviser are needed in deciding the content of a school paper. Students who have received no training are incapable of evaluating school activities properly. Evaluation of news calls for trained judgment. This students receive in journalism classes." 2

1/ Elbert K. Fretwell, op.cit., pp. 324-325

2/ Myra L. McCoy, op.cit., pp. 245-246

The values of school publications have been discussed and the possibility of securing those values through courses in journalism has also been shown. It appears that most of the newspapers in the secondary schools of America have realized the value of the class. The statement made on the editorial page indicates that the paper is published by a class in journalistic writing. If the high school papers, judged to be the better ones in the country, are those produced in conjunction with the journalism class, it appears to be the best plan. Certainly it provides the necessary vehicle for the work of the newspaper class.

There are, however, some extremes which are practiced in a detrimental way. In one case they prove dangerous to the teacher's welfare, in another to the general student body, and in still others to the class in journalism.

One extreme is in those situations where a teacher or adviser has so many activities that he is forced to center all his teaching in the journalism class on merely getting out the paper. This method obscures the broad objectives discussed in an earlier chapter. When a teacher is to be judged by the paper or year book his class turns out it is natural for his prime concern to be the publication. If he is given time for the school paper he can devote his class time to adding something to the students' fund of learning.

The best plan for both teacher and students seems to be teaching of the principles in class and actual publishing of

the paper outside of school hours. In schools where journalism is not taught a different situation is created.

"Although it is possible in schools where journalism is not taught for the adviser outside of school hours to assist the staff in editing a publication and even to give students instruction in news writing, it is an unjust burden upon him and requires of both staff and the adviser a great deal of time and effort for which they receive no adequate compensation in school credit or salary. Frequently teachers find the extra load more than they can carry." ¹

Another danger in schools where there are both courses in a publication is brought out in the following quotation.

"In schools in which the staff of the paper is independent of the class, care must be exercised to keep the two on friendly terms. The paper will represent the practice and the class the theory, with the result that each may feel inclined to be overcritical of the other. Judging the paper by the strict principles of journalistic writing, the class will easily detect the faults of the school paper, not realizing that the conditions of actual publication often make it impossible to carry out the theory." ²

"If the school program makes it inadvisable for the class to publish the paper, those who study journalistic writing should follow up the course with some experience on the school paper. Similarly those who aspire to positions on the staff should be encouraged, if not required, to take the course in journalistic writing. The problems of the two groups are interrelated, and there should be the most cordial feeling between them." ³

Another danger in the relation of the class to the publication is that the former may monopolize the latter. A college professor who has written a great deal on the subject of high school journalism gave as his opinion:

1/ Myra L. McCoy, op. cit., p. 246

2/ William N. Otto, op. cit., p. 242

3/ Ibid., pp. 242-243

"Where does the high school newspaper fit into the picture? To be sure I see no reason why the journalistic class should not train workers for the newspaper, should not even serve as a nucleus of the staff. But the class must not monopolize the newspaper; neither should the newspaper monopolize the class. The journalistic class must have much larger purposes than the production of a school paper. And the newspaper, in turn, must be an activity open to the entire school....

I wish to stress this point--high school journalism can never justify itself educationally so long as it is merely built around the publication of a school newspaper. There is no room in the crowded high school curriculum for a class that offers nothing more than interesting play at newspaper making....."1

Always in publications there is the danger of immature judgment. In schools where a course in journalism is conducted the teacher will inculcate a real sense of news value. In those schools, however, where the values of events are not made clear a danger arises.

".....No better practice in the use of language could be devised than is to be found in writing of a day's events; but once permitted to go uncensored, unedited by careful proof-readers in the school, the whole plan becomes worse than failure because it will create a false idea of the proper writing of English. No school should have a paper for any other purpose than to set up and maintain the right standards and ideals." 2

What the secondary school paper should and should not print is a delicate question. The students want one thing and the faculty and parents another. The problem is to get the students to see the wisdom of good, solid material. They need not think they are being deprived of their freedom.

1/ Grant Milnor Hyde, "What the High School Teacher of Journalism Can and Should Do," p.716.

2/ Charles Dillon, op.cit., p.1.

"That freedom of expression in print is an inalienable right of the immature as well as those experienced enough to appreciate its powers, its dangers, and its responsibilities is a pernicious idea for young people to acquire. A paper largely frivolous in its matter and impertinent in its tone; placing absurd emphasis on the trivial, reveling in cheap humor, and discolored by bad taste is infinitely worse than no paper.

But a paper which, under the guidance of a person of mature judgment, prints not only the interesting news of the school--such as items about class elections, trips out of town by students, and funny incident stories--but also the more significant news about a new course of study, an experiment in the physics laboratory, a piece of new equipment, or a change on the teaching staff--in other words a real newspaper--helps the school itself to acquire a healthy self consciousness and educates the community to a better appreciation of what the school is doing for its young people." 1

. There is ample evidence that school publications of some sort are to be found in practically every secondary school in America. Figures were quoted in an earlier chapter to show the extent to which this is true. This chapter has spoken of the values and dangers of publications. The authors who have written of the dangers of high school publications, nevertheless believed in them. There are men, however, who despair at seeing good publications in high schools. They express themselves in a vein similar to the following quotation.

"There is no reason why a high school paper should not be printed, if the desire to do so is spontaneous on the part of the pupils. It is very doubtful if pupils ought to be influenced by their teachers to take part in the work of such papers against their will. The only benefit to be gained is some practice in writing fair English, and this ought to be given in the English courses. If these courses need the

1/ L. N. Flint, op.cit., pp.30-31

the reinforcement of high school papers in order to make their work effective, they ought to be revised. Work on high school papers diverts some pupils, perhaps many, from regular studies on which they ought to spend their time at an age when it is desirable that they should learn all which they are able to assimilate." 1

Most writers in the field of secondary school journalism disagree with almost every point in the above paragraph. The necessity of forcing students to participate is especially contradicted. The above author, however, is not the only one who feels that way. Note what Mr. Grinnell has to say:

".....A few there will be who are anxious to have the honor that goes with a position on the newspaper but who, unless the prodding is continuous and insistent, will relapse after an issue or two into almost total idleness. Unless the honor is very great or unless the ambition to become a journalist is a consuming one, not many pupils will sacrifice other activities for the exacting tasks and responsibilities involved in publishing a high school newspaper. Many will assume offices when they are being parceled out by appointment or election in the spring or autumn, only to sit back and complacently watch while an energetic few do the lion's share of the work. Their appointments are for the term or the year; they have nothing to worry about. In city high schools where talent is plentiful and competition is keen, this situation does not obtain, but it is a source of endless concern to the young director of publications in the Squashvilles and Rocky Fords of America. In the face of slipshod indifference and obvious incapacity, the fine edge of the adviser's zeal is certain to be blunted and the newspaper will come to reflect the unhappy state of affairs." 2

It is generally agreed by the great majority of educators that publications have a justifiable place in the secondary schools. Often, however, an important element is neglected,

1/ Allen Sinclair Will, op.cit., p.248.

2/ J. Erle Grinnell, "Building an Efficient High-School Newspaper Staff," p.619.

namely, the support of the paper. An investigation into the attitudes of those who support the publications reveals the following:

"In this part of the study we have presented concrete evidence: (1) that the various community organizations, such as the association of commerce, etc., are willing and anxious to cooperate with the high schools in any undertaking pertaining to student publications; (2) that the business and professional men for the most part recognize these publications as an excellent medium for advertising their business, especially the newspaper and magazines; (3) that these men will on the whole continue their financial support in the future; (4) that these men generally speaking, get their money's worth from such advertising, and (5) that according to the principles of the various high schools who cooperated in this study the time, effort, and money expended on these publications has been well spent." 1

Before leaving the subject of school publications it should be made clear that in order for a student publication to be a real thing there must:

"(1) be a strong demand on the part of the entire school for it; (2) the purpose it is to serve must be definitely formulated; (3) the student staff must be carefully selected; (4) there must be close and strict faculty management, supervision and direction, and, (5) the principal must be the final court of appeal." 2

This last point has met considerable opposition. The adviser or teacher of high school journalism may feel that appealing over his head is detrimental to the progress of the class or publication and decreases the respect the students should have for him.

1/ O. F. Nixon, op.cit., p.128.

2/ Ibid., p.47.

It has been the purpose of this section to discuss the relation of the publication to the class in journalism. This chapter does not pretend to be comprehensive. It is clearly revealed in the bibliography that much has been written on this subject. The publication, however, is a vital part of secondary school journalism and could not be ignored in this study. No attempt was made to lay down any dogmatic conclusion. In this chapter, as in the others, the present writer has attempted to present an impartial treatment. Many of the issues in this thesis are controversial and in such cases both sides of the argument have been, and will be, given.

CHAPTER VII

SECONDARY SCHOOL JOURNALISM: SUGGESTED CONTENTS OF COURSES

Journalism has won a definite place for itself in American high schools. It is generally agreed that high school publications exist where at all possible. Earlier chapters have pointed out that courses in journalism have become common in many sections of the country. Some of these courses are used merely to supplement the publications, others are units in themselves, and still others combine both procedures. Whatever the purpose, the course content should be surveyed.

Journalism courses are comparatively new ventures. In the years of their existence they have undergone much change for improvement. It is understood that the purposes, equipment, and circumstances of schools offering courses would cause much variation in course content. Each school, at first, had their own idea of that the course should contain.

At first the course was called 'motivated English' and as such was merely an English composition course with 'live' subject matter. This became 'news writing' but evolved into 'newspaper writing' because the former narrow term did not include the desirable forms of feature stories, editorials, and human interest articles.

From 'motivated English' grew courses that involved reporting, news writing, feature stories, sport stories,

book reviews, and criticisms. These made a new appeal to those who learned how they were written. Other phases of journalism took on added meaning for the secondary school student as he learned the mysteries of headlines, make-up of pages, and departmental arrangements.

Following these trends the content of journalism courses in high school changed rapidly. It was learned that the course should be much broader than just 'news writing'. Such courses were not taking advantage of the subject's possibilities. High schools offering journalism began to expand their courses. Nationally the course content was very heterogeneous. This proved to be a serious drawback to the advancement of the idea. Opponents to secondary school journalism based their attack on its lack of unity.

In 1928, when the argument over lack of unity in high school journalism courses was at its height, a recognized writer in the field expressed himself as follows:

"Journalism must justify itself educationally if it is to be more than a passing fad in the high school. That is, it must offer something of educational value to the student who has not thought of entering the journalistic profession; it must do something for the average student that deserves high school credit." ¹

The same author, in concluding his article, answered his own challenge by summing up the situation thus:

"It should not be concerned with copy reading, adver-

¹/ Grant M. Hyde, "What the High School Teacher of Journalism Can and Should Do." p.714.

tising, engraving, and other technical matters....It should include practice in writing special types of stories, editorials, special feature articles, society reports, sports, dramatics, anything in the newspaper that is close to student life. If the journalistic course does that--teaches composition effectively and somewhat broadens the students outlook on life--it certainly has a defensible place in any high school." 1

It appears that journalism has justified itself educationally for each year its scope gets larger and larger. Educators have come to regard high school journalism as a potent factor in education. They have taken steps for improvement of its faults. Out of chaos is coming unity. Individual schools are merging their ideas into one concentrated outlook. Today in courses of study issued by state departments of education much attention is given to journalism courses. This is especially true in Texas, Kansas, and Pennsylvania. Attention is given it in many other states; New York, Indiana, Ohio, and California in particular. Mention has been made in an earlier chapter of those states whose work in high school journalism is most prominent. The courses of study for outlying United States possessions, such as Hawaii, even make mention of it.

The courses of study for various states have served to unify high school journalism courses within the state and have also made contributions toward the national unification.

1/ Grant M. Hyde, "What the High School Teacher of Journalism Can and Should Do," p.728.

For the purposes of this chapter the writer has chosen the suggested journalism courses of Texas and Kansas. They illustrate the very recent tendencies in the content of high school journalism courses.

First, the Texas course of study will be presented. The only way to get a complete and accurate view of the situation is to record the entire portion of the course of study devoted to course content. It follows:

Suggested Outline Course of Study

"The course of study should be arranged in units, but each unit should be flexible, as material learned in one unit should carry over to the next.

Unit I

Unit I should include:

- (1) An introduction to journalism in the nature of lectures by the teacher on the subject with textbook assignments. One or two texts should be selected for basal study and several others should be accessible, in the reference library.
- (2) A non-technical study of the metropolitan or city newspaper, its organization and purposes, its historical record, its editorial organization, and the plant itself. A visit should be made to the local printing plants so as to gain first hand knowledge of the mechanics of news printing and the use of newspaper terms.
- (3) An introductory study of news writing and copy reading. A detailed study of what is news, its value; leads, how to expand the facts in leads in order to build up a story; sentence and paragraph unity; authority and how to bring it into the story; and a study of the common faults of story writing by beginners. Also, the study of the var-

ious types of stories as the meeting story, the speech story, interviews, the sports story, story of unexpected happenings, and social entertainments.

One lesson should cover a survey of the news field in general. As part of this the students should list all possible news sources, make out assignment sheets and discuss the methods of working up news assignments. The duties of the assignment editor should also be discussed. A futures book in which topics for further assignments and periodic events are listed should be kept and its value stressed.

In this division may also be included an introduction to the five W-s: who, what, when, where and why.

- (4) Beginning the organization of the high school newspaper by selecting a staff and instructing the pupils in their various duties as staff members, as reporters, city editor, headline writer, copy reader, editor, sports editor, society editor, columnist, etc. The pupils should then be instructed in style, news story form, preparation of copy for the printer, proof reading, and headline writing, and making the dummy.

Teachers in those schools which depend on members of a beginning class to secure news for a school paper will find it necessary to present the fundamentals of news writing as rapidly as possible in order to put the student to work on the paper early in the year. Almost all the material may be gone over hurriedly at first, then returned to later for a more detailed study.

Unit II

This unit should include:

- (1) More advanced work in news writing and editing; make up; headline writing and schedules.
- (2) The style sheet.
- (3) Proof reading.
- (4) A more detailed and specific study of the metropolitan newspaper as an illustration of the points covered in class.

There should be a study of simple feature stories and how to write them--the sources of subjects and materials; the ways of beginning; the formal and the informal leads; the organization of the article; style and words (vocabulary drill)

figures of speech; sentences and paragraphs; practice in writing original feature articles; and a study of how to obtain and write up an interview. Headline writing should include a study of the various styles, the essentials of headlines, kinds of headlines, and units.

Proof reading brings in a study of the errors made in copy, and it is here the student gains a definite idea of the value of spelling, punctuation, capitalization, sentence structure, and paragraphing.

The style sheet is an outline or set of rules to which copy is made to conform. Schools may make their own style sheet in mimeograph form, if desired, and furnish a copy to each student in the class. Drills on the style sheet are necessary and valuable.

Unit III

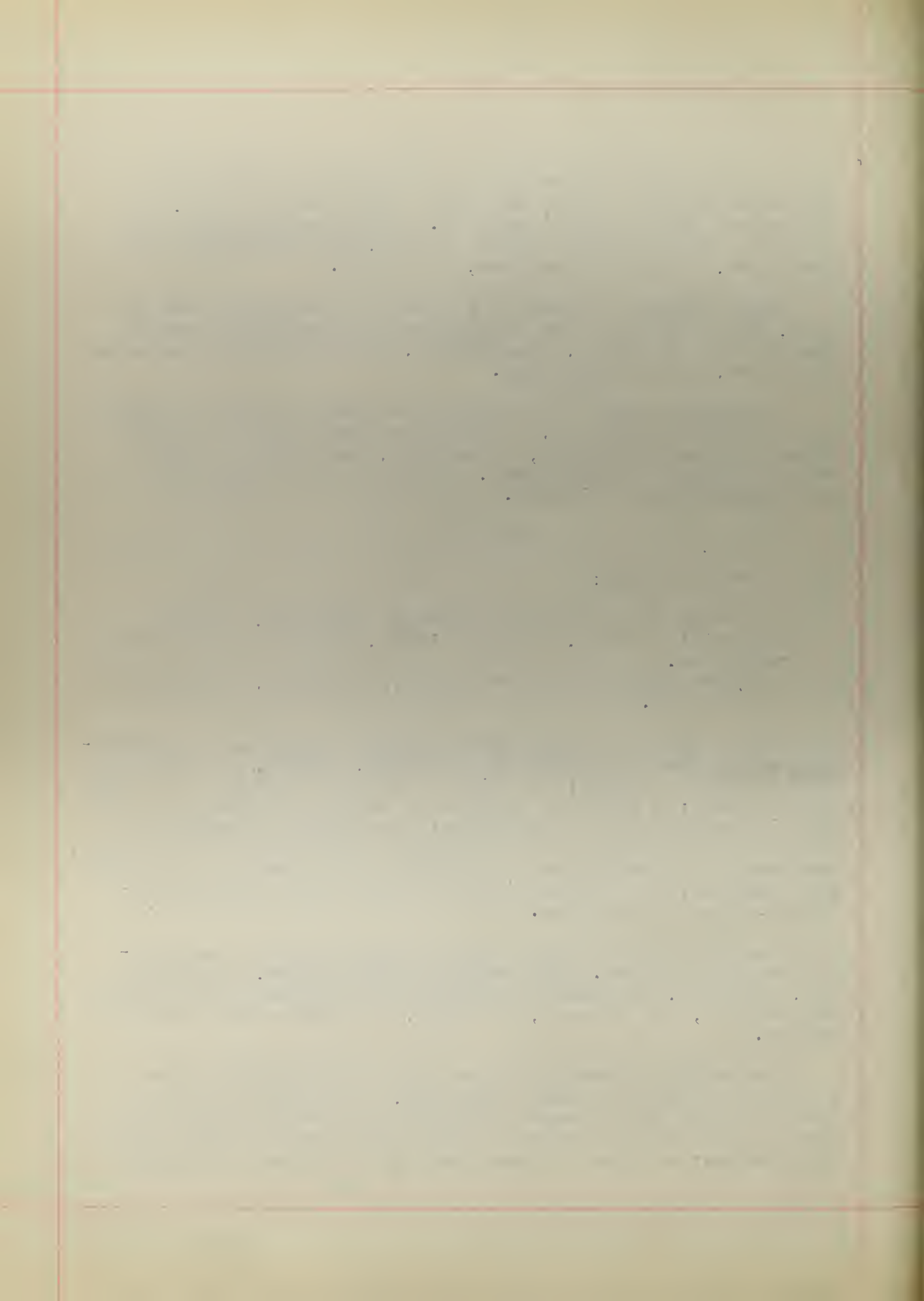
Unit three takes up:

- (1) The study and practice in special writings, such as editorial writing, column writing, dramatic and literary criticism.
- (2) The more advanced feature story, its types, and how to market them.

The study of the informative feature story and the interview story should include the purposes, fields, and aims of the feature writer; the kind of feature articles and leads for articles; a study of methods of writing stories; sources and the gathering of information; the critical analysis of features in magazines and newspapers; individual student work; devices for the creation of interest; the elements of climax and suspense; and the qualities of unity and good description as used in features.

The editorial should always be written with some well-defined aim in view. The editorial may inform, interpret for, convince, persuade or entertain the reader as the writer may see fit, but he must, at least, be after some tangible result.

The leading characteristics of a good editorial are: a catchy headline; a good beginning, a conformity to the laws of logic and of cause and effect; a freedom from triteness of expression; force of style; clearness; brevity and conciseness; a touch of humor now and then; and a richness



resulting from color and life-the insertion of one's personality into editorial writing.

An editorial policy of fairness, sympathy with human nature, unselfishness, a stand for the right in all questions, reverence for all religions, and courtesy even toward critics is not only right but the safest to have in the conduct of any paper.

Column writing covers a special work as Letters from the People, the Humor Column, the Editorial Column, the Sports Column, the Gossip Column, the Exchange Column, and others, and their content and methods should be studied.

One of the best methods of helping students to learn how to write newspaper stories is to encourage them to read newspapers. To aid in this the teacher might hold Current Events Days on which current events which the students have read are discussed.

Unit IV

This unit should include, along with the advanced work in news writing and editing:

- (1) A general survey of the journalism field, including country journalism, women in journalism, the history of journalism, especially in the United States and our Southern states.
- (2) The mechanics of the newspaper, advertising, newspaper ethics, and the freedom of the press.

Without going into detail on the several topics for study, it is wise for the student to become acquainted with the ethics of journalism and to note that even in newspaper writing one must respect the rights of others. We note that there are high-class publications and some that are not so high-class. The paper that sets a high standard of veracity, fairness, worthy ideals, and service, is distinctly above its contemporaries.

Another matter for ethical concern is highly colored journalism---the writing of happenings in a lurid style, and putting an evil construction on things, thus deserving the title 'yellow journalism'.

The student must not gain the idea, however, that there is no 'freedom of the press', for the press is free to print real news all the time and to express opinions on public

questions unreservedly as the editor or the general public sees them.

Advertising

This is an important part of journalism, but only a moderate study of it can be given in a year's course in journalism. A few principles studied from the angle of high school newspaper advertising and its problems may be covered.

Many high school papers published by the class in journalism depend on local advertising for support. Students have to sell advertising. Teachers of journalism may find it helpful to devote two or three class periods to a study of the writing and selling of advertising." 1

Although the course of study just quoted speaks for itself a few words of explanation are necessary. It is important to realize that the course of study was written as late as 1934. The course is limited to juniors and seniors in Texas high schools. The suggested course of study, though expressed in a different way perhaps, is similar to that used by other states offering accredited courses in journalism. The time element in a course of study is an important factor which will be discussed in the next chapter.

To bring the content of courses to an even more recent date the state authorized course of study in Kansas will be presented; this was published in 1935. It outlines the course briefly first and then presents it more in detail. This information follows:

1/ Mrs. W. F. Doughty, op.cit., pp.6-11

SUGGESTED COURSE OF STUDY FOR JOURNALISM IN KANSAS
(Adopted by the Kansas Council of Teachers of Journalism, 1933)

Aims

- (1) To teach an appreciation of journalism.
- (2) To teach the editing and publishing of a school newspaper.
- (3) To explore the journalism field with the ideas of vocational possibilities.

	One- Semester Course. Periods.	Two- Semester Course Periods.
(1) News stories.....	30	50
(2) Special kinds of writing.....	25	50
Sports.		
Speeches.		
Interviews.		
Feature Writing.		
Critical reviews of plays, books, etc.		
Essays.		
Short stories.		
Columns.		
Personal guidance.		
(3) Editorials.....	5	10
(4) Study of newspaper.....	10	30
(5) Technique.....	10	20
Style book.		
Copy reading.		
Headline writing.		
Proof reading.		
Make-up		
(6) Business management.....	10	20
Advertisement writing.		
Soliciting.		
Bookkeeping.		
Public contracts (office and downtown).		
Circulation problems.		

Suggested Texts

News Writing: Borah.
 Writing for Print: Harrington.
 School Press Management and Style: Greenawalt.
 Elements of Journalism: Wrinn.

Newspapers

Kansas City Star.
 New York Times.

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Christian Science Monitor.
Topeka Capital.
A strong Kansas small-town weekly.

The committee wishes to give credit to "A Course of Study in Journalism I-II for Senior High Schools" (Chicago Public Schools), and "Beginning Course in Journalism" (National Association of Journalism Teachers).

A Suggested Course Week by Week

As each high school offering journalism has its own situation to meet in news gathering and newspaper publishing, any outline included in this course of study can be suggestive only. The following 36-week plan has been found practicable in a class A school.

Journalism I:

First week: General discussion of newspaper content; identification of various forms; estimating of proportion; first clipping assignment, "General Types of Newspaper Writing."

Second week: Drill on teachers' names, student names, and style sheet; beginning second clipping assignment, "Style Points in City Papers" and "Style Points in School Paper."

Third week: Study of leads as answering six questions --practice in writing leads; clipping assignments, "Leads Marked to Show Answers to Six Questions" and "Leads Featuring Thought Beginnings"; first run sheets sent out.

Fourth week: Clipping assignment, "Leads Featuring Grammatical Beginnings"; writing of run material; practice writing of various kinds.

Fifth week: Clipping assignment, "Unconventional Leads"; writing for editorial page of paper; runs.

(From this point on through the ninth week, each Thursday pupils write for editorial page of the paper--editorials, column notes, alumni, feature stories; each Friday they write up their run material. At any time they may hand in volunteer material of any kind for extra credit.)

Sixth, seventh, eighth, and ninth weeks: Study of four large city newspapers, with careful reading and much class discussion; writing of four five hundred-word reports, one on each of the papers studied. (Comparison may be made in 1,000-word paper.)

(From this point to the end of the term, students in journalism I have for each Monday a special assignment

for the following Friday, leaving only two days for study.)

Tenth, eleventh, and twelfth weeks: Study of the news story; clipping assignments; extensive practice based on school events.

Thirteenth and fourteenth weeks: Study of the editorial; clipping assignments and practice writing.

Fifteenth, sixteenth, and part of seventeenth week: Study of headlines; practice in writing heads for school paper; required assignment of complete set of original headlines used in school paper.

Part of seventeenth and part of eighteenth weeks: Review of term's work by means of notebook.

Rest of eighteenth week: Examinations.

Journalism II:

(In first half semester, Journalism II students write for the paper Thursday, Friday, and Monday; the second half, they write only for Friday and Monday.)

First week: Study of copy reading (Bastian is especially good for this); practice on class material under direct supervision of adviser and editor.

Second, third and fourth weeks: Study of advertising; readings from advertising texts; study and clipping of newspaper and magazine advertisements; practice in making layouts, including one composite ad; reports; when possible, advertising letters; introduction to typography.

Fifth and sixth weeks: Study of special feature article; readings from collections and from newspapers; preparation of original special feature, 600-1,000 words, suitable for publication in city papers.

Seventh week: Newspaper vocabulary.

Eighth and ninth weeks: Study of interview as special type of special feature article; readings; class interviews for practice; imaginary interview with noted person; preparation of interview questions for either one or two persons and making of interview, 400 to 800 words; if only one interview is made, this must be with a business man or woman, not an acquaintance of student.

Tenth week: Proof reading.

Eleventh and twelfth weeks: Study of newspaper organization; readings, study of local newspaper organization; visit to plant.

Thirteenth week: Newspaper illustrations; study of photoengraving, line drawings, and rotogravure; news and feature cuts.

Fourteenth week: Newspaper make-up; sketches made by each student of one conservative front page and one sensational front page; study of devices to vary appearance of pages.

Fifteenth week: Kansas editors-list made from

columns of local papers and "Kansas Notes" in Kansas City Star; readings for term completed and reports handed in.

Sixteenth and seventeenth weeks: (Last issue of paper is completed for term). Oral reports, 10 minutes in length, on newspaper history, great editors, notable inventions aiding journalism, advertising, newspaper ethics, radio and the newspaper, etc.; students responsible for notes on reports.

Eighteenth week: Review and examinations.

In both semesters, newspaper reading should be stressed. Five-minute surprise quizzes on the news of the day or the week keep students on the alert, and discussions of news currents help the class to gain a broader view of events. Comparison of the treatment given identical news in various papers is illuminating; students may be trained in this way to note the feature played up--the headline, editorial comment, columnists comment, and any partisanship evinced. It is sometimes helpful to assign either for group or individual work a two-page dummy covering a week's news--the front page filled with the "Biggest" news stories, both long and short; and the second page covered with the most significant editorials found during the week in the papers at hand, besides feature stories and columns chosen for their distinction. Journalism students should be uniformly well read and well informed." ¹

The course of study published by the Kansas Department of Education and given above is complete. But the writers do not content themselves with a mere outline of the course. They proceed to deal with--texts and references, books for reading aloud or voluntary reading, required collateral readings, (most of which are included in the bibliography of this thesis), equipment, classroom procedure, grades in journalism, aids in class work, clipping notebook, and detailed treatments of the various phases of newspaper work with illustrations. Then a "simplified outline of course of study for small high schools" is given which is simply an abbreviated digest of the outline just quoted. The three aims given at the begin-

1/ Ruth Hunt, Anne P. Hopkins, and J. O. Faulkner, op.cit.105-7

ning of the course outline are not the complete aims of Kansas journalism courses; an introduction to the course of study enumerates many more, and reference has been made to them in an earlier chapter.

The content from two official state courses of study in journalism have just been completely quoted. They were chosen because they are typical of the state courses of study available. It would be possible to make this a gargantuan chapter by compiling the many courses of study, for course content. This does not seem necessary. Quoting the Pennsylvania course of study, for example, would involve a repetition of the courses of study just given, organized in slightly different fashion. The courses of study for large cities are more inclusive than for smaller towns. The state courses of study are more general than the specific city courses. A few courses of study still maintain a vocational aim in their course content.

This chapter attempts to give an accurate picture of the content of courses in high school journalism. Ordinarily it would be sufficient to give two typical courses of study as illustrations of what such courses contain. But--there has been further progress which must be recognized.

In earlier chapters, among other things, the author has tried to bring out two points. First, that contrary to what many believe, collegiate journalism circles have aided rather than frowned upon secondary school journalism. Second, that during its rapid growth high school journalism has been very

disorganized. Each school had its own plan. Of late the great progress of the movement has helped to unify the purposes and content of high school courses. But complete unification had not been secured.

The values of such courses have been admitted and their frequency has become greater. Knowing the values and strength of the secondary school journalism movement a study was started a little over a year ago under the direction of Professor Lawrence Murphy, head of the Department of Journalism at the University of Illinois. This study is the latest important step in high school journalism and is even more important because it was conducted under a National Committee drawn from the National Association of Journalism Teachers and the National Association of Schools and Departments of Journalism, two organizations which are primarily on the college level. The purpose of this study was to determine the relationship that exists between high school and college journalism and what high school courses should attempt. In this chapter the findings concerning junior college journalism will not be discussed only in those cases where they are used for comparison.

The report of the Committee has just been published and a mimeographed copy was sent the author by Professor Lawrence W. Murphy who compiled the findings of the Committee and wrote the report. The Committee was composed of some hundred persons --outstanding high school and college teachers of the subject and recognized writers in the field. The complete list of the

committee members will not be included here but most of the persons quoted in this thesis served on this Committee. The findings of the Committee follow:

"REPORT ON CONTENT FOR RECOMMENDED COURSES

National Committee on General Courses in Journalism

The view of journalistic courses in high school and junior college which is taken by leaders in journalistic education may be seen in the following declaration of the National Committee on General Courses in Journalism (1935):

On a quantitative basis, junior college (non-professional) courses in journalism should be paced about twice as fast as high school courses. Reverse of this suggests quantity work in high school courses.

On a qualitative basis, junior college (non-professional) courses in journalism should be paced in such a way as to furnish material of greater mental resistance to students than do high school courses--chance for somewhat finer correction of writing, insistence on better handling of harder assignments. Reverse of this suggests quality and difficulty of high school courses.

...the proper program for high schools should include not more than one half unit in journalistic writing to be taken at the same time as, or in place of, conventional junior or senior English, a semester course, or one half unit, in Interpretation of the News to count as civics, English, history, or journalism, and a service course with a maximum of one half unit for publication staff members, permitting registration and one fourth unit of credit each semester for two semesters, or equivalent, to count as English or journalism.

...is opposed to an "Introduction to Journalism" course in high schools (such as Journalism I for junior colleges), regarding such a course as taking too much time on one profession. It favors attention to journalism as a vocation in an "All Vocations" course or guidance clinic and the use of time in other courses for tests in journalistic aptitude.

...favors opportunity for experimentation, and support for experimental work in high school journalism.

...favors introduction of the bulk of miscellaneous instruction into the service course for staff workers and opposes distinct courses in advertising, management problems, editing, and similar subjects. The service course teaching should be done in staff meetings, personal conferences, and in supervision of the staff work on newspaper, annual and (or) magazine.

...believes that students expecting to take the high school course in journalistic writing should be encouraged to learn typing.

...recognizes high school courses in printing which involve a unit or more of credit. Such work is largely the problem of the vocational high school. The committee does not encourage establishment of printing departments or units as an adjunct of publication work and journalism courses in general high schools.

...believes the high school program and the junior college program should be so worked out that students can take the high school courses for full credit (to count on graduation and admission to college), and so that they can, thereafter, in college take any and all courses in journalism without being penalized in credit or excused because of having had work in high school.

Under the regulations of the National Committee on General Courses in Journalism the high school and junior college courses in journalism and journalistic writing take on a clearly defined character. Description of courses, as outlined by the Sub-committee, which made a special study of the high school courses, follow:

A Summary of Courses Recommended

High School Courses Department of English (or Journalism)

Journalism I (or English). Open to high school juniors and seniors with approved records in writing courses. The course should take up the principle newspaper and magazine forms; news story, editorial, feature article, and advertising copy. The emphasis at all times should be on the correction

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of writing mistakes and on general values. Gathering of news and other material is in order but this should not reduce the amount of quality of writing required. This course may be taught independently of the student newspaper, in cooperation with the student newspaper, or as part of the work on a student newspaper directed by the faculty member offering the course. In general the following course time measures should be observed: one class period valued at same rate as a class period in literature or foreign language in high school; one laboratory period valued at the same rate as the same amount of time spent in science laboratory; one work room period on paper under a faculty member valued at same rate as practice periods in music or studio period in painting or drawing. Ordinarily this will mean a course meeting five times a week for class or laboratory period for one semester with one half unit of credit. Credit may be counted either as Journalism or English. The course may be taken in place of or in addition to regular senior English. The committee recommends that it be taken in addition to regular senior English where the student has the capacity to profit by both. Service course elements may be introduced in this course but should receive not more than a few hours of time; as a general rule students charged with special tasks on student publications can be given individual attention in connection with assignments and correction of their copy, or in the service course.

Time spent by the teacher in supervision of publication work, public relations, and publicity should count on the teaching work load.

Journalism 3 (or English or History or Civics). Newspaper Reading Course. This is a course designed to develop good habits in newspaper reading; not only the reading of good newspapers but the reading of the important and significant news in such newspapers with as much intelligence as the high school students can develop. The point of view can best be described as studying history in the present tense. The emphasis should be on learning the content of the news stories. There should be little more criticism of the paper itself than of a history text in a history course. The student should be held for the facts in the news articles, including the character of the news source as brought out in the article but without special attempt to discredit the source. Unless this point of view is maintained the student will use immature judgment in discrediting stories and will be unwilling to learn the facts of the news, regarding the work as that of learning "so many things that aren't so". Such an attitude is not conducive to profitable use of high school texts in history and is not more desirable at this stage of development in reading and learning the facts of important news. A paper of the highest quality

[The text in this section is extremely faint and illegible. It appears to be a multi-paragraph document, possibly a letter or a report, but the specific content cannot be discerned.]

such as the New York Times, should be used, though other papers may be brought in for purposes of comparison. What the student shall be held for must depend, to a degree, on what the news is from day to day. For convenience topics or types of articles such as "news of Washington" or "foreign news" may be used in focussing attention and limiting the work involved. "Crime news" and other news of social lapses should be treated late in the term and without undue emphasis. But the course should insist on cumulative values as essential to habit formation; after the reading of Washington news is started, for example, it must be carried forward along with the later assigned reading so that the student does not stop reading the Washington news. During the course the work should develop so that at the end of the term the student is reading regularly all the news of political, social, and economic implication--at least the full run of front page news in one of the best newspapers. He will then have the beginning of a desirable newspaper reading habit. This course requires preparation of material with mental resistance equal to that of material in a course in history, and the preparation and recitation can be valued as in a history course. It is a $\frac{1}{2}$ unit course for one semester. Open to juniors and seniors.

Journalism 5 (or 5-6) (or English 10(. A course designed to recognize publication work worthy of credit which goes beyond that covered by Journalism I. This course is not to be regarded as a substitute for third or fourth year English. It should receive a maximum of $\frac{1}{4}$ unit of credit a semester, for two semesters. Open to juniors and seniors who have earned positions on the student publications. Each student must do work not accepted for credit in Journalism I. To earn credit in this course and must, in addition, have faculty correction and guidance through regular conferences on his work. These conferences should take place once a week for a minimum of 15 minutes for each student. Conference time for this work shall count on the teacher's load at the same rate as "study period duty". Not more than 20 students should be registered at any time where one faculty member does all the teaching of journalism.

Note on high school teaching load: One section of 20-30 students in Journalism I, one section of 20-30 students in Journalism 3, and one section of 20-30 students in Journalism 5, together with the incidental work and conferences necessary to publication supervision and coaching of staff members, constitute a full load for one teacher. Such teacher should be relieved from study room supervision and such routine duty as corridor supervision." ¹

^{1/} Lawrence W. Murphy, "Report on Content for Recommended Courses", pp. 1-4.

The rest of the report of the National Committee is concerned with the recommended course for junior colleges which is not the concern of this thesis. The preceding four pages are of vital importance to high school journalism. They represent the collective opinions of organized journalism teachers and institutions. The report will undoubtedly destroy any lack of unification that may still exist. The report emphasizes the desirable and opposes the undesirable. Differences between it and the preceding two courses of study can be noted, but they are minor.

After studying the courses for high school journalism the writer discovered that they were all essentially the same. This chapter on Suggested Contents of Courses has attempted to achieve its point by presenting so-called typical course-contents and finally by recording the report of the National Committee on the subject of course content. A committee finding is not absolute, of course, but it represents the national attitude of those in the work. It seems reasonable to assume that the suggested course contents quoted in this chapter represent the universal opinion of educators, journalistic and otherwise, who are entitled to an opinion on the question.

Prevalent as high school journalism courses may be, many high schools, especially in New England, do not have them. These schools may wish to inaugurate such courses. If they

The first part of the paper discusses the importance of the study and the objectives of the research. It also outlines the methodology used in the study and the results obtained. The second part of the paper discusses the implications of the study and the conclusions drawn from the research. It also outlines the limitations of the study and the areas for future research.

The study was conducted in a laboratory setting and involved the use of a series of tests to measure the performance of the system. The results of the tests were compared to the theoretical predictions and the conclusions drawn from the research. The study found that the system performed well under the conditions tested and that the theoretical predictions were generally accurate.

The implications of the study are that the system can be used in a variety of applications and that the results of the research can be used to improve the design of the system. The conclusions drawn from the research are that the system is a viable option for the application and that the results of the research can be used to improve the design of the system.

The limitations of the study are that the results were obtained from a laboratory setting and that the conditions tested may not be representative of the real world. The areas for future research are to conduct further tests in a real world setting and to investigate the effects of different parameters on the performance of the system.

do, the suggested course content may be too elaborate for an initial course. But if the high school teacher inaugurating the course bears in mind the composition value of news writing he is on his way toward making his journalism course what it should be. He should further remember that high school journalism courses should not be vocational and that the course is not for the sole purpose of producing a high school paper.

In formulating the course content for a 'first' course in journalism the faculty member should know the ideas contained in the following paragraph, relative to high schools which have not had journalism courses:

"It can be assumed safely that the average high school pupil knows little or nothing about the newspaper as a medium of mass communication. He knows nothing about the history of the press, its influence upon public opinion, the development of radio as a rival medium, or any other of the various phases of journalism. Naturally it would be foolhardy to attempt to include a great mass of indigestible material in an eighteen weeks course, but steps can be taken to present new lines of thought to the adolescent." ¹

¹/ Russell J. Hammargren, op. cit., p. 341

The first part of the paper discusses the importance of the study and the objectives of the research. It also outlines the methodology used in the study and the results obtained. The second part of the paper discusses the implications of the study and the conclusions drawn from the research. It also outlines the limitations of the study and the areas for future research.

The study was conducted in a laboratory setting and involved the use of a range of equipment and materials. The results of the study were compared with those of previous studies and found to be in good agreement. The implications of the study are discussed in detail and the conclusions drawn from the research are presented. The limitations of the study are also discussed and the areas for future research are outlined.

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VIII

SECONDARY SCHOOL JOURNALISM: HOW SHALL IT BE TAUGHT?

It is not the purpose of this thesis to criticise educational methods. The fact remains, nevertheless, that they have faults. Most educators realize that the success of teaching depends on interest. Students naturally remember that which interested them most. It is not to be concluded from this that schools should be concerned with questionable procedures simply to interest the pupils. But educational material is available that will interest the pupils. Secondary schools offering courses in journalism realize this. So many schools, however, forget that before they can accomplish much they must have the interest of the pupils.

For many years youths who felt they could get along in life without high school training avoided going to high school primarily because it was dull. Today, in most instances, the greater part of the high school enrolment is made up of students who must be there, by law. There have been attempts to make high school work both interesting and instructive, in many cases as a solution for disciplinary problems. But in other cases student interest has been ignored in favor of the old accepted standards of education.

The vast numbers of young people who are in college tend to create the illusion that the majority of high school students go on to college. This, figures show, is not true.

1. The first part of the paper is devoted to the study of the properties of the function $f(x)$ defined by the equation $f(x) = \int_0^x f(t) dt$. It is shown that $f(x)$ is a constant function, and its value is determined by the initial condition $f(0) = 1$.
2. In the second part, we consider the problem of finding the maximum value of the function $f(x)$ on the interval $[0, 1]$. It is shown that the maximum value is attained at $x = 0$ and is equal to 1.
3. The third part of the paper is devoted to the study of the properties of the function $f(x)$ defined by the equation $f(x) = \int_0^x f(t) dt$. It is shown that $f(x)$ is a constant function, and its value is determined by the initial condition $f(0) = 1$.
4. In the fourth part, we consider the problem of finding the maximum value of the function $f(x)$ on the interval $[0, 1]$. It is shown that the maximum value is attained at $x = 0$ and is equal to 1.
5. The fifth part of the paper is devoted to the study of the properties of the function $f(x)$ defined by the equation $f(x) = \int_0^x f(t) dt$. It is shown that $f(x)$ is a constant function, and its value is determined by the initial condition $f(0) = 1$.
6. In the sixth part, we consider the problem of finding the maximum value of the function $f(x)$ on the interval $[0, 1]$. It is shown that the maximum value is attained at $x = 0$ and is equal to 1.
7. The seventh part of the paper is devoted to the study of the properties of the function $f(x)$ defined by the equation $f(x) = \int_0^x f(t) dt$. It is shown that $f(x)$ is a constant function, and its value is determined by the initial condition $f(0) = 1$.
8. In the eighth part, we consider the problem of finding the maximum value of the function $f(x)$ on the interval $[0, 1]$. It is shown that the maximum value is attained at $x = 0$ and is equal to 1.
9. The ninth part of the paper is devoted to the study of the properties of the function $f(x)$ defined by the equation $f(x) = \int_0^x f(t) dt$. It is shown that $f(x)$ is a constant function, and its value is determined by the initial condition $f(0) = 1$.
10. In the tenth part, we consider the problem of finding the maximum value of the function $f(x)$ on the interval $[0, 1]$. It is shown that the maximum value is attained at $x = 0$ and is equal to 1.

Therefore, high schools should dispense knowledge which will aid the students to make adjustments to life. It is regrettable that so few high school teachers have a consciousness of situations requiring good judgment on the part of their pupils in life. Teachers of today confine themselves too much to the past. They deal with slavery, Bryant, Shakespeare, the corn laws of England, and past political battles. Dealing with the past is all right if a tie-up is made with the present, but so many teachers forget to come out of the past. Polite learning is splendid and has its place but in modern life the adults of tomorrow need tangible knowledge. Speaking of polite learning an author says:

"The indictment against polite learning is not that it is in itself not related to welfare, but that the schools too often have in emphasis upon it fallen short of fitting for the various other demands of environment. Emphasis has been placed upon partly irrelevant culture and some of the basic knowledge required for rising standards of living among all classes has received too little attention."¹

Because of these conditions the secondary schools today must choose their material to suit the needs of society. The ills of society that have grown out of maladjustments can be cured only by constructing curriculums in the school which will serve to meet present day crises. Knowledge is a remedy for economic unrest, disease, crime, poverty and other of the social evils. Journalism in the high school can make great steps in the removing these and allied wrongs.

¹/ Arland D. Weeks, op. cit., p. 164

If high school journalism is acceptable in the curriculum on its instructional value it should be even more welcome on the basis of the interest it creates. There is something fascinating about journalism to both the reader and writer. The matter of news presented in a concise, abbreviated, and attractive form appeals strongly to people in general. The speed of living today has made brevity a necessity, which is evidenced in the recent windfall of 'digest magazines'.

There can be no question of the interest high school students show in journalism as a subject. It is manifested in every school where such courses have been instigated. The interest it holds for pupils has been mentioned elsewhere and will not be dealt with at any great length in this chapter. Newspaper writing furnishes a clear-cut motive for the writing of the high school student which he has not been able to see in the old 'write an essay' plan. Journalism is alive and students feel that they are writing for a purpose. Speaking of the interest students manifest in journalism an author says:

"Indeed as the idea gains recognition that self-instruction in composition is the best instruction, the companion idea that self-instruction waits on interest and enjoyment becomes clear. Methods--even vaudeville methods--that supply this interest incentive may be tolerated. And thus, even in conservative minds, the methods of a News Writing course--sensational as they may seem to such minds--establish their right to a trial." ¹

With interest as a given factor the high school teacher

¹/ L. N. Flint, op. cit., p. 6

of journalism can proceed. He can feel that the English teachers are in sympathy with him, for they too have come to realize the need of interest and present-day needs in high school teaching. Professor Barnes of New York University, addressing the recent meeting of the National Council Teachers of English, in Boston, said:

"We must define and teach a more natural, idiomatic, comfortable mode of communication. Most people, young and old, in the ordinary situations of life willingly employ this style; but they don't learn to use it effectively, with force and charm. Or if they do, they owe nothing to the school." "The New York professor demanded a 'language easy and free, but not too free-and-easy, somewhat informal yet not incorrect and slouchy; a 'sweet disorder' in speech; a style which admits effective slang yet is not slangy.' He said teachers must set themselves to the task of giving American youth a 'pleasant, conversational, American vernacular--vigorous, picturesque, full-blooded, folksy, racy, sinewy.' Too much emphasis in the schools, he declared, has been put upon language as logic, as linguistics, upon systematic grammar, upon theoretical differences between 'mays' and 'cans' upon training in 'language thinking'." ¹

When journalism comes into the high school, as it has done in so many cases, it does not need to stand aloof from other subjects. No other course is so well fitted to meet the modern tendency for 'fusion' courses. It fits well into the work of civics, economics, history, English, problems of democracy and other accepted secondary school courses.

The topic of teaching secondary school journalism as a vocational subject has been discussed somewhat in an earlier chapter. This chapter, dealing with the 'teaching of the course', requires further mention of it.

1/ From the Boston Herald, dated November 27, 1936

Great interests on the part of students in high school journalism does not necessarily mean they are interested from an occupational standpoint. Most students are interested but no effort should be made to draw uninterested persons into the course, through questionable tactics. An author who, in contrast to the many other writers in the field, does not admit many of the advantages of high school journalism says:

"Some who serve as editors of college and high school papers become occupational journalists, but it appears that they would become such in any event and are drawn to the amateur papers by the same inclinations which ultimately lead them into the professional ranks. It is not desirable to resort to any process which tends to intrigue a student who otherwise would have no interest in the subject to nurture a desire, often a faint one, to become a newspaper man. If his leaning toward newspaper work is not strong enough without these inducements, it is better for the profession and better for him that he should choose some other occupation.

One is primarily fitted to prepare for journalism if he has a strong desire to do so, but if this desire is so feeble as to need the spur of external urging it ought not to be developed artificially. Natural conditions, such as reading newspapers, talking about them and being fascinated by the drama of the news supply all the inducements necessary. Every boy or girl fifteen years old or more comes within the influence of these conditions." ¹

Whether or not the above author is correct is not for the writer to decide. It is generally agreed, however, that interests which develop into life occupations are usually born in the high school years. A noted writer in the field of journalism ² thinks the majority of successful journalists

1/ Allen Sinclair Will, op.cit., 249-250

2/ Nathaniel C. Fowler, "The Handbook of Journalism," pp. 18-20

began to write at the age of sixteen. Their desire led them to the amateur press, and then to the daily press. Type and the printing press fascinated them. They loved to visit the newspaper office. The noise of the press was music to their ears. They liked the smell of printers' ink. These factors must be taken into consideration in the teaching of high school journalism whether it is regarded as vocational preparation or not.

It has been decided, by those who control such things, that journalism as offered in the high school should not have vocational aims. Even without direct vocational aims it has a vocational bearing-it can't help it. The success of the course, however, depends on respecting the vocational limitations. The very nature of the course lures those who are and who are not fitted for the work. Those with no special aptitude should not be permitted to feel they are qualified. Those who are fitted should not be lead by the teacher to feel that they can become journalists while in high school. The occupation requires years of study and practice. This can not be acquired in the high school. Those with special ability should be encouraged to go on with their training; those who are not should be discouraged, for it is a difficult profession.

Even though it is generally agreed that the course should not have any vocational implications an author still feels that:

"For the sake of interest incentive, it is well that the conditions of actual newspaper work be reproduced as closely as possible for the class in Newspaper Writing. It is thrilling to the student to think that he is doing the same sort of thing for which the world pays liberally. And the course will inevitably have influence in vocational directions. But the wise teacher will never forget that it is fundamentally a course in composition--that it should be the best possible course in composition--and that this is its reason for existence". 1

With the interest created by high school journalism understood and a definite position taken on the vocational status one can proceed to the actual teaching of the course. The first thing to remember is that high school journalism, as it is today, is much broader than the school paper. The school paper is an important part of high school journalism but it is only a portion of it.

Before discussing what can be done in teaching high school journalism it seems advisable to know what should not be done. The course should not be-vocational, just a training class for the paper staff, conducted merely to aid printing teachers, taught by a newspaper man untrained in educational methods, an abbreviated college course cut down to fit the high school, merely a skimming and scanning of vocational textbooks of university journalism, or taught as the trades are in high school. 2

The course should not be one of the compulsory subjects;

1/ L.N.Flint, op.cit., pp.8-9

2/ Grant M. Hyde, "What the High School Teacher of Journalism Can and Should Do," p.719.

it should be an elective. The recent survey of secondary education (referred to earlier in this work) shows journalism to be the most popular of English electives, over the nation. Speaking of the elective nature of school journalism the Senior Specialist in Secondary Education for the United States Office of Education says: "So far as we know, journalism is not a required subject in any state program. Sometimes, especially in larger schools, it is offered as a separate subject, but with greater frequency such training as is offered in journalism is incorporated in regular English courses."¹

When a teacher feels sure of the status of his course he should review its aims and have them clearly in his mind. He can launch his course with its aims as a foundation. They may be few or many. If the course is conducted strictly from an English point of view the teacher should bear the following points in mind:

"....the purpose of developing in the student a liking for composition, and increasing his ability to write, by affording him: (1) the stimulus of print; (2) something about which to write; (3) the inspiration of having an audience since he knows that his best work will be generally read; (4) the feeling that what he writes may not only inform but influence his readers; (5) the realization of the true utility of rhetorical forms of expression as he begins to use them now not merely to satisfy an instructor but to produce effects on his public; (6) ability for self-criticism in writing; (7) appreciation of the value of ideas; (8) resourcefulness in gathering and stating facts." ²

With the interest, status and aims of his course in mind the teacher is ready to go into the class room. Here he

¹/ Personal letter from Carl A. Jessen, dated October 23, 1936.

²/ L. N. Flint, op.cit., p.7.

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should regard the problem of equipment. Elaborate equipment is not necessary in order to teach journalism. There are, however, certain materials that will facilitate the teaching of the subject.

The first essential is textbooks. At present this is really a problem for there are just a few good textbooks on high school journalism. It is not advisable to invest in any one textbook for class use. It seems to be impossible to crowd all the essentials into one book. Textbooks are indispensable, however, and the best plan is purchasing a group of reference books, rather than a standard class text. If money for such purchase is not available the daily newspapers, in a class conducted by a skillful and trained teacher, can be very adequate texts. The ideal set-up, however, is to have a library of good journalism references, such as are included in the bibliography of this thesis. It should not be forgotten that the texts of other high school courses in economics, history, political science, English and similar subjects are also references in the journalism course. The course which is merely exploratory should not scan university texts as an introduction to the profession. They are not constructed for that purpose.

The school library is an important part of the equipment. It can be supplemented by local libraries of various kinds, depending on the size of the community. There should

be an abundance of commercial and school publications of various types; the well trained teacher will know which to make available. It is not the purpose of this thesis to discuss the relative merits of newspapers but the journalism teacher will, or should, know the merits of the Christian Science Monitor, the New York Times, the Kansas City Star, and other great papers.

If the class is to be conducted on the laboratory plan fully-equipped desks, typewriters, filing cabinets, copy desks, and allied material should be available. In the opinion of the writer the secondary school journalism course should be distinct from printing courses. The mechanical phases of journalism should be dealt with only as they pertain to the constructional side of publication.

The personal equipment of the students should include, among other things, notebooks, rulers, paste, scissors, and publications. The class, as a group, should have access to "Scholastic Editor", "School Press Review", "Quill and Scroll", and "Editor and Publisher".

Grades in journalism classes should be handled in the same manner as in other subjects in the school where it is taught. There should be required collateral readings, indicated by the instructor, as the course progresses. The books in the bibliography of this thesis are those usually prescribed by courses of study. The grades will be based on

The first part of the paper discusses the importance of maintaining accurate records of all transactions. It is essential for the business to have a clear and concise record of all income and expenses. This will help in the preparation of the tax return and in the event of an audit. The second part of the paper discusses the importance of keeping up to date with the latest tax laws and regulations. It is important to consult with a tax professional to ensure that the business is in compliance with all applicable laws. The third part of the paper discusses the importance of maintaining proper documentation for all transactions. This includes keeping receipts, invoices, and other documents that prove the accuracy of the records. The fourth part of the paper discusses the importance of having a good understanding of the business's financial situation. This will help in making informed decisions about the business's future. The fifth part of the paper discusses the importance of having a good understanding of the business's tax obligations. This will help in making informed decisions about the business's tax strategy. The sixth part of the paper discusses the importance of having a good understanding of the business's legal obligations. This will help in making informed decisions about the business's legal strategy. The seventh part of the paper discusses the importance of having a good understanding of the business's accounting obligations. This will help in making informed decisions about the business's accounting strategy. The eighth part of the paper discusses the importance of having a good understanding of the business's financial obligations. This will help in making informed decisions about the business's financial strategy. The ninth part of the paper discusses the importance of having a good understanding of the business's tax obligations. This will help in making informed decisions about the business's tax strategy. The tenth part of the paper discusses the importance of having a good understanding of the business's legal obligations. This will help in making informed decisions about the business's legal strategy.

the collateral readings, clipping notebooks, assignments, and class work.

It is not to be assumed that the above is a complete resume of the materials used in teaching high school journalism. Many schools have much more; others much less. It depends on the ability of the average high school to provide material. Communities place varying amounts of money at the disposal of schools. The journalism class with limited resources can get along very inexpensively and schools with more money can enlarge upon the above materials. The journalism teacher who knows his subject will find very good uses for any additional equipment-money that comes his way.

With the foregoing points settled the teacher is ready to begin his actual teaching. The course may be in jeopardy if the students get a wrong idea of its objectives. The teacher who makes his students see that they are using newspaper writing and journalistic methods for specific purposes is off to a good start. Dangers accrue from a false conception of the course on the part of the students. These can be avoided by an early statement of the aims.

The teacher should realize early, also, that there are varying degrees of skill in his class, as there are in others. It has been said that practically every student with a knowledge of English can learn to write for the press. But those students with a natural talent will become proficient much

more rapidly than those who must force themselves to write.¹

The teacher will be aware of this truth and his teaching methods will be modified by it.

Another cardinal point in teaching a course in journalism is clearly seen in the following:

"....For the journalist the great psychological truth--that to human beings the most interesting things on earth are the other human beings--is not only acutely realized but is daily practiced. He writes nearly everything from this point of view. Everything is discussed as seen by human beings, as acted by human beings, as felt by human beings, as thought by human beings. As a recorder of actions of₂men, he has little use for knowledge in the abstract...."

Journalism deals with people, other subjects deal with things. Perhaps this is the explanation for the great difference in interest and enthusiasm shown by students in both fields of education. The teacher, then, should not forget that the popularity of his course is based on an interest in fellow humans. He should experience little difficulty on this point for it is hard to get journalism, worthy of the name, separated from people.

Some "general suggestions", as tabulated in the Texas course of study for secondary school journalism, should be helpful to the teacher in conducting his course. They are:

"The journalism class meets like any other class, and its work is continuous in application--the things studied and the attendant activities pass over from one unit to another, blending so that they make a complete pattern.

There should be five class periods a week, three on study and two on laboratory activities. When proof reading begins,

1/ Nathaniel C. Fowler, op. cit., p. 18

2/ Carl G. Miller, "Journalism versus Education", p. 933

a part of each period in class should be devoted to it.

The week should, if convenient, end on Friday, and the new week should begin immediately on the same day so as to start the program going.

Each school may adjust its course in journalism to meet local conditions and class needs, being careful to get in the fundamental things to be taught.

The freshman and sophomore years in high school are for the laying of a strong foundation for good English, and the students to whom a course in Journalism appeals are ready in their junior year to take up such a course and not only practice what they have learned but also have stamped more vividly upon their minds the meaning and value of good English.

All through the course in journalism, as the students work on the newspaper, in writing up news, feature stories, editorials, and other writings, the teacher should stress the fundamentals of good English in grammar, in rhetoric, and in details of style.

The course in journalism provides a great opportunity for the student to realize the value of accurate knowledge when he sees what he has written go into print where any mistake is seen not by one person but by hundreds. Last week's paper should always be discussed for improvements, the news stories analyzed, 'ads' and feature material gone over. If the week ends on Friday, the laboratory periods might well come on Tuesday and Wednesdays, while Thursdays might be used partly in preparing wrappers for the mailing lists.

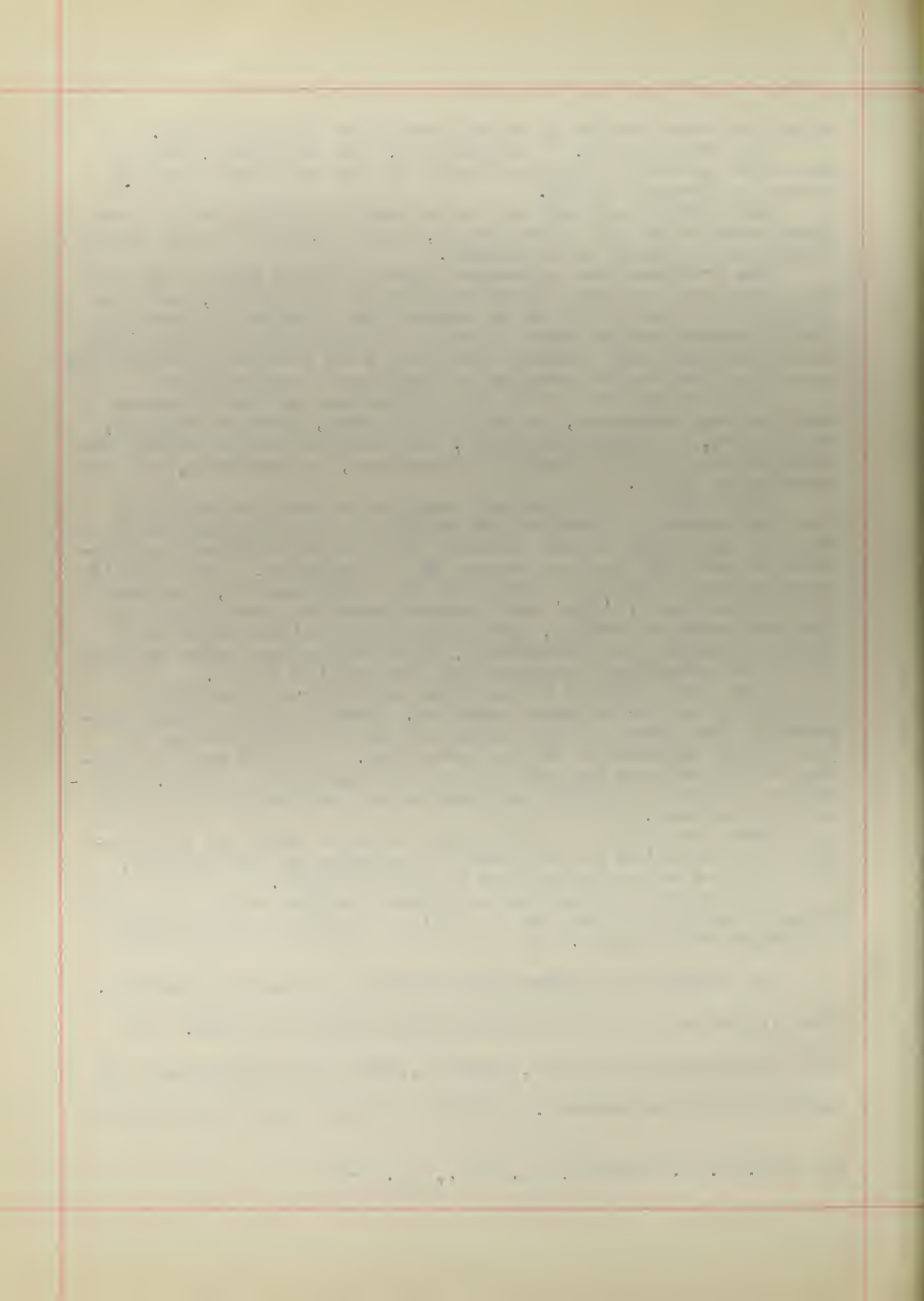
Each pupil should be assigned every type of writing several times during each semester. Each should be made responsible for some definite work and also to contribute to some other department at the same time. In this way the special aptitudes are brought out in the individual pupil. Laboratory contests between individuals and groups add stimulus to routine work.

Near the end of the year have a brief study of the history of journalism in the form of lectures by the teacher, with reports on research done by the students.

In elementary teaching of journalism the making of scrap-books illustrating the various points learned should become a feature of the work." ¹

The suggestions above are stated in a positive fashion. That is natural in an official state course of study. It does not necessarily mean, however, that the suggestions are mandatory to the teacher. Nor does it mean that your writer

1/ Mrs. W. F. Doughty, op. cit., pp. 4-6

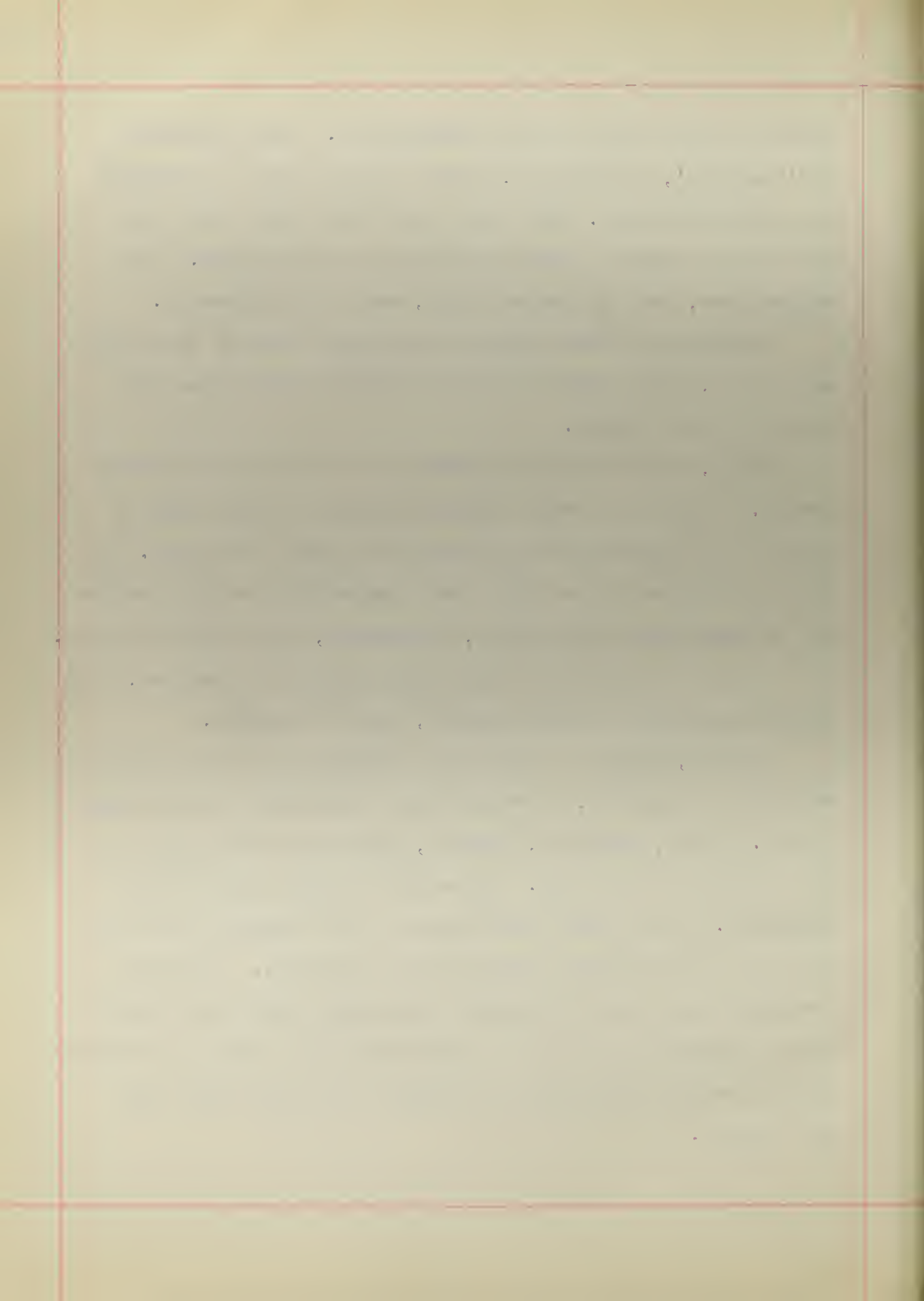


entirely agrees with all the suggestions. The preparation of 'wrappers', for example, hardly seems a part of the work in journalism class. Nor would the writer wait until the end of the course to give the history of journalism. The suggestions, for the greater part, are very worthwhile.

Teaching secondary school journalism involves five general steps, which hinge on all the material which has gone before in this thesis.

First, should be the stimulation of interest in current events. This course will inspire students to know what is going on in the world about them as no other course can. It is in this phase of the work that journalistic subject matter can be correlated with civics, government, and history courses. It is also in this initial step that another of the aims, that of developing good reading habits, can be achieved.

Second, should be requiring students to be very familiar with their community, of which they usually know surprisingly little. Trips, projects, surveys, maps and other means can be utilized in this step. There is a double value in this procedure. The student knows more of his community and the sources of journalistic material are uncovered. Community problems which will be observed can supply topics for editorials; interesting places or individuals will serve as feature story material; the sources from which the news comes will be revealed.



Third, naturally, is gathering the material after the sources are known. Gathering the news or newspaper material is the most important part of journalism and should receive proportionate attention. In this step the students should be taught the necessity of careful fact gathering in relation to newspaper work. The use of references, interviews, and other newspaper tools pertinent to gathering news will be stressed here.

Fourth, is organizing and writing the material. When the material is at hand the natural succeeding step is putting it in written form. Writing will not be nearly as arduous in this case as in other English classes for the students will have something to write about. It is at this stage that the various forms of newspaper writing will be taught, showing how the material gathered should be presented most advantageously. Here habits of accuracy and carefulness will be acquired as in no other course. The possibility of the material getting into print in the school paper will make the student very careful. Here, also, punctuation, grammar, spelling, and rhetorical principles can be stressed. The student will soon learn how obvious they are in print and pride will promote individual betterment.

Fifth, the class analysis and criticism of the written material. Its power, style, errors, clearness, and obedience to previously studied journalistic principles will be checked.

It is here that the principles of proof reading, copy reading, make-up, headline writing, and manuscript preparation can be studied.

It will be obvious, to anyone familiar with the teaching of journalism, that the above points are only the barest skeleton of the details involved. For example, in the first point, it could be shown that the method of correlating current events with civics and government courses would be through student-interviews with local and county officials, in which the student would learn something of the nature of government and be practicing a common newspaper task at the same time. Correlation with the history course could be achieved by drawing parallels between current and past events.

But this chapter cannot be expected to point out every one of the many phases of teaching journalism. That would constitute a thesis in itself. Each phase of secondary school journalism--whether it be the definition of news, news sources, news gathering, preparation of copy, copy reading, reporting, features, departments, editorials, make-up, proof reading, staff organization, history and freedom of the press, newspaper law, influence of the press in modern society, the different kinds of journalism and publications, or any other phase--requires slightly different treatment.

In other chapters of this thesis will be found suggestive material with a direct bearing on the teaching of journalism. The chapters which discuss: 'objections', 'justifications',

'relation of publications to courses' and 'suggested contents of courses' in particular can be considered as definitely allied to teaching secondary school journalism. The chapter immediately preceding this one is especially important to the teaching methods. Particularly important is the course outlined by weeks. It contains many suggestions for teaching the course.

Some further suggestions under the caption "classroom procedure" are contained in the course of study for high schools in Kansas. They are:

"Class periods in journalism are likely to be informal, with discussions replacing recitations. Whatever the lesson, when important news or unusual stories break, it is well to devote part of the class hour to discussing them. Newspaper reading in class for 15 or 20 minutes now and then is good if enough papers are at hand to supply the class. Free comment should be encouraged.

Above all things, students need to be well acquainted in order to accomplish their best work on the publications. One of the first assignments should be a test on class names, and these names should be obtained by each student from each of the other students together with some interesting bit of personal information. Teamwork should be emphasized in the class, and outside of the class students should realize that genuine interest in others and wide friendships increase a reporter's ability to get news.

The needs of the paper determine which days must be spent in writing or copyreading, or even in running down news stories. From time to time, class periods may be devoted to notebooks, with clippings and pasting being done from the newspapers no longer needed for reference. If the teacher can check the notebooks during class, she will avoid the drudgery of after-school grading.

An essential feature of the classroom is the journalism bulletin board, on which are posted stories, pictures, cartoons, and headlines. This display should be changed at least once a week to make way for fresh material brought in by students and teacher. The week's assignments also should be kept on the bulletin board, outlining the work from Monday to Monday. The "Best Work of the Week"--the best news story, edi-

torial, sport story, feature, and headline from the last issue of the school paper--always brings an admiring group to the bulletin board. Similarly, the standing of the business assistants in advertising furnishes incentive when posted for all to see.

Foreign newspapers, old newspapers, freakish newspapers--all provide welcome basis for comparison with the papers the students are reading. Classes take pride in the unusual they have opportunity to see.

With the practical work on the publications, the excellent exercises afforded by the journalism texts, the books and stories dealing with newspaper life, and the lively interest of the students in current affairs, there should never be a dull moment in a journalism class." ¹

As in the case of the Texas suggestions, previously quoted, the writer does not entirely agree with the above suggestions. The Kansas schools apparently regard the publication of the school paper as part of the class work, and this is not in keeping with the writer's opinion. Again, however, the suggestions are, for the greater part, very worthwhile and helpful to the teacher of journalism.

It would be desirable, if time and space permitted, to present suggestions for the teaching of each phase of secondary school journalism. This, however, would make the thesis disproportionate. The present chapter will have to content itself with a general discussion of the teaching of high school journalism.

The manner in which the course is taught is influenced by many conditions. Some of these limitations have been mentioned earlier. If the course is merely to supplement the work of the regular English composition class it requires

¹/ Ruth Hunt, Anne P. Hopkins, and J. O. Faulkner, op. cit., p. 110

certain treatment. But if conditions permit it to be offered as a separate course much more can be included. The previous chapter pointed out the great number of possible subjects and units in the journalism course.

Another essential consideration, purposely avoided in this chapter, is the teacher, himself. He is, naturally, an important factor in the course. His ability, or lack of it, constitutes a major topic in this thesis and will be presented in the following chapter.

This chapter has discussed the teaching of journalism from the standpoint of--interest, social needs, correlation with other courses, vocational aspects, equipment, grades, dangers, teaching suggestions, teaching procedure, and controlling conditions. The chapter does not pretend to be a complete treatment of the problems or techniques of teaching secondary school journalism.

CHAPTER IX

SECONDARY SCHOOL JOURNALISM: WHO SHALL TEACH IT?

Who shall teach the journalism course? That is the question which has inhibited many educators from including journalism in the curriculum of their schools. That is the question which has hindered the complete development of the high school journalism movement. Few objections to high school journalism remain. Each one has been met and solved to the satisfaction of those concerned. But the problem of the teacher has not been satisfactorily met.

There are educators who admit the values of high school journalism but object on the ground that there are no teachers with the necessary qualifications. This is a pardonable objection and a reasonable one, when the situation is viewed from all angles.

Some years ago, when the desirable qualities of high school journalism courses became known, the class was relegated to the English teacher. Relegated, in this case, is a good choice of word because frequently it was an unsuspecting English teacher who knew nothing of journalism and was forced to grope his way, decidedly in the dark.

Immediately the cry was set up--"Why the English teacher instead of the history teacher or social science teacher?" The explanation offered was that journalism was merely another form of English composition. This explanation was accepted

by some and ridiculed by others. But the practice was continued and even today English teachers, untrained in journalism, are found teaching the subject.

It wasn't so difficult to have this situation accepted as long as journalism consisted merely of 'motivated English' or 'news writing' as it did in the early days of the movement. But secondary school journalism, as shown by preceding chapters, has taken on a much larger aspect. The teacher, trained in straight English, is no longer qualified to teach journalism. And this is where the problem arises.

There are, in the opinion of the writer, three classes of individuals who might be asked to teach the high school journalism class. They are--the graduate of a college school of journalism, the occupational journalist, and the English teacher. Each will be discussed in the order mentioned.

The young man, or young woman, who has graduated from a school of journalism is not qualified to teach high school journalism. He, or she, would be tempted to, and probably would, present the course in the same way it was taught to him, using his collegiate notebook as a guide and college textbooks as references. This is a very unsatisfactory way of conducting the course. College and high school journalism differs in many respects--especially in intensity and scope of the course. But there is an even greater drawback to having the journalism school graduate teach the course. He knows nothing of education, of educational methods, of class

room technique, of discipline and the myriad of other considerations which should be acquired in pedagogical training. This does not, however, mean journalism school graduates could not teach in the high school, perhaps there are such cases and they may be successful, but it is improbable.

The occupational journalist, as a potential teacher of high school journalism, is a worse choice. He undoubtedly knows less of educational principles and techniques than does the college journalism graduate. Such a man would probably offer a poorly organized course, covering everything from 'boiler-plates', cylinder presses, engraving processes, newspaper history, and proof reading to libel suits and his editor's eccentricities--and in an order of discussion which would befuddle the minds of his own staff colleagues. If the man had any ability at all he could make the course very interesting but it would probably not be sound, solid, unified and progressive--as it should be. His class would undoubtedly be as educationally unscientific as could be imagined. This does not mean that occupational journalists are not capable men--they usually are--but it does mean that they are very infrequently good teachers. Their temperament is unsuited to teaching, in the first place. Inviting one in, once in a while, to speak on various phases of journalism is an excellent practice and should be encouraged--but not to excess.

The English teacher as a teacher of journalism is, also, unsatisfactory. He, or she, is presumably acquainted with educational methods and is the best choice of the three from that standpoint. But he is usually not trained in journalism. In his college training the requirements of majoring in English, along with his educational training, has taken most of his academic time.

The obvious answer to such a dilemma would be for him to take journalism courses. The difficulty with such a procedure is that educational institutions do not ordinarily offer journalism. Journalism is, and rightly so, the domain of the college journalism school. In Pennsylvania, as an example, most teachers are trained in thirteen state teachers colleges, and in none of these institutions are there courses preparing teachers for secondary school journalism.¹ Such a course is offered, however, at the University of Pittsburgh. It is easily seen, from this example, why English teachers are asked to teach the journalism class--unsatisfactory as it is.

It would seem, then, that no one is qualified to teach high school journalism. Each of the three possibilities have been eliminated. A combination of the three, however, has not. The answer to the problem of a properly qualified teacher of secondary school journalism lies in such a combination.

^{1/} Personal letter from H. Frank Hare, dated December 29, 1936

Many will say that this is too much to ask, and yet it is the only satisfactory answer. The development of high school journalism will not continue if it has to withstand such criticisms as:

"The average high-school teacher, if you will pardon me, is not properly trained for the work. If a university school of journalism considers five years of newspaper work and special university training minimum qualifications, how about so-called journalism teachers who have never served a day in a publication office or given journalism any special study." ¹

The many people interested in high school journalism and its maintenance in the curriculum must make it possible to produce the combination of qualifications needed by the high school teacher. Before trying to present the achievement of such a combination in this chapter there are some other considerations that should be viewed.

The statistics of the American Association of Teachers of Journalism for 1934, giving the figures regarding journalism teachers said there are:

"....812 teachers of journalism in 455 institutions. The number of institutions of different types offering instruction in journalism is as follows: Colleges and universities, 325; teachers' colleges, 67; junior colleges, 54; negro institutions, 4; normal schools, 3; independent professional and trade schools, 2." ²

Two points should be noticed in these figures--first, no mention of high-school journalism is made; second, the number of teachers colleges offering courses in journalism. In regard to the first point the Association does not have

^{1/} Grant M. Hyde, "What the High School Teacher of Journalism Can and Should Do", p. 719

^{2/} H. H. Herbert, "Secretary's Report", p. 110

the figures for high schools, as was pointed out in an earlier chapter. In regard to the second point it seems that many teachers colleges, unlike Pennsylvania, are making an effort to prepare their high school teachers for teaching journalism courses. The American Association of Journalism Teachers has high school teachers in its membership, but the Association is primarily concerned with the higher branches of journalistic training. Writing in respect to the qualification of high school teachers the organization secretary says:

"The American Association of Teachers of Journalism has made no specifications of the requirements of a teacher of journalism, particularly of teachers in high school. College teachers of journalism are expected to be prepared, either educationally or by experience, or both, to such an extent as to be competent to give instruction in the subject. At various times, by resolution, the association has expressed the view that a minimum of four years' academic training, with a number of years of actual experience in journalism, should be required of professional teachers, but no hard-and-fast rule has been laid down." ¹

Journalism courses in high school, formerly offered by teachers of English without any specific college or university preparation, have assumed a new complexion. The teachers, themselves, admit their lack of preparation.² They have joined forces with those desiring more adequate training. The criticism that the teachers are not properly prepared to offer courses in journalism cannot be easily answered. The only hope for correcting this situation is to train the

1/ Personal letter from H. H. Herbert, dated February 3, 1937

2/ Harold L. Cassidy, op. cit., p. 526

teachers for their work--to try and produce the combination discussed above.

The authorities, if there be such, believe that the minimum requirement, in addition to other training, should be six semester hours of professional preparation by the teacher in some standard college or university of the first class.¹

The fallacy that considerable technical knowledge is needed to properly teach high school journalism is regrettable. For the properly equipped teacher, however, there are certain definite procedures. Several similar viewpoints are offered in the following quotations.

"The high school teacher of journalism should have extensive college training in English, education, and journalism, a major or a minor in each. Actual contact with newspaper work is desirable, background and some knowledge of printing is almost necessary for the high school teacher of journalism who is responsible for the school publication."²

"Training of the Instructor: (1) minor or major in journalism, preferably latter; (2) minor or major in English, preferably former; (3) training in educational principles, psychology, method, curriculum construction, new-type tests, etc.; (4) experience on college student publications; (5) previous experience in teaching journalism; (6) if possible, actual experience on newspaper."³

With these qualifications in mind another point must be remembered. High school journalism teachers are usually required to 'advise' the school publications. Some schools have not, as yet, separated the publication from the class room. The same criticisms concerning poorly informed and

1/ Mrs. W. F. Doughty, op. cit., p. 3

2/ Charles Elkins Rogers, "Journalistic Vocations", p. 271

3/ Laurence R. Campbell, "Junior College Journalism", p. 732

untrained teachers apply in this situation. There have been efforts to acquaint school administrators with the work of the newspaper adviser, so the former will be more sympathetic. There have also been attempts to have teacher-training institutions assume responsibility for training teachers of journalism and school newspaper advisers. These efforts have been partially successful.

It is essential that the school publication have a capable adviser. The outstanding high school papers have trained advisers directing them. Speaking of this point an author says: "No publication can hope to live without an able adviser who knows the ground, has had real experience, and good training. The day has passed when any English teacher can be given the advisership of the newspaper." ¹

It is difficult to put one's finger on the exact date of change in the requirements for a high school teacher of journalism or publications adviser. It would seem from the following quotation, written in 1924, that the change was taking place as early as that: "Five years ago a trained and experienced journalism teacher was almost unheard of in the high school field." ²

Writing on the subject being discussed another author says:

"A few colleges and hundreds of high schools hire women teachers of journalism....In high schools it is almost always connected with the school publications. The high school teacher of journalism is usually the supervisor of the school paper and the school annual. The high school class or classes in journalism are part of the work in English. High school

^{1/} A. T. Fairbanks op. cit., p. 7

^{2/} Helen M. Patterson, "Training Aids Journalism Teachers", pl1

instruction in journalism makes no pretense to professional rank, but students of college journalism who have had capable teachers of journalism in high school usually make more rapid progress than others." ¹

The best teacher of high school journalism is the English teacher who has had additional training in journalism. For those teachers of journalism who have been unable to get such preparation their English training can be supplemented by books on the subject, acquaintance with newspaper men, journeys to newspaper plants and offices, careful reading and study of newspapers and publications, and a consciousness of the aims and functions of the newspaper. A quotation illustrating these points and concluding this chapter follows:

"Teachers actually trained in schools of journalism to teach journalism are just beginning to come into secondary schools. Although there are many teachers of journalism doing very effective work, few of them are graduates of schools of journalism. The majority of them began their careers in the field of English and, in one way or another, became interested in journalism. They gradually acquired a knowledge of principles and practices, and in the course of time they gave up their specific work in English for the new field. Probably the shift was primarily the result of the fact that the teachers found greater interest in directing creative work than in teaching English. Many a teacher of journalism has developed as a result of having been arbitrarily assigned by a principal to supervise a school publication.

If he is to make a success, the teacher of journalism must have a real liking for the work, enthusiasm for its projects, a keen understanding of human nature, and the ability to direct a group of pupils so that they will produce results through their own efforts. Tact, tolerance, and patience are necessary characteristics. The teacher of journalism must be well informed with regard to pertinent and supplementary material in the field of journalism. Acquaintance with the method of producing both commercial and school publications and experience in connection with the

1/ Charles Elkins Rogers, op. cit., p. 278

latter are important if the teacher is to direct such activities. The fact that a person has achieved success in writing for the commercial journalistic field is not necessarily an indication that he will make a good teacher of journalism. Commercial writers are often temperamentally unfit for teaching of any kind and fail to furnish the pupils with any inspiration except that of seeing a person who can write. The pupils soon lose respect for that ability when it is the only ability in evidence. The successful teacher of journalism will be keenly alert to the many opportunities which the field provides for the development of ethical standards and for giving practice in meeting actual social situations and co-operative problems." ¹

This chapter has presented the problem of qualified teachers for high school journalism, the old method of assigning the journalism class to the English teacher, the three possible teachers for high school journalism, the objections to these three, the needed requirements, and how these qualifications can be acquired.

^{1/} Clyde M. Hill and Gladys L. Snyder, op. cit., p. 591

1. The first part of the paper discusses the importance of the study of the history of the United States. It is argued that a knowledge of the past is essential for a full understanding of the present and for the development of a sound policy for the future. The author points out that the study of history is not only a means of acquiring knowledge, but also a means of developing the ability to think critically and to make sound judgments.

2. The second part of the paper discusses the importance of the study of the history of the United States. It is argued that a knowledge of the past is essential for a full understanding of the present and for the development of a sound policy for the future. The author points out that the study of history is not only a means of acquiring knowledge, but also a means of developing the ability to think critically and to make sound judgments.

3. The third part of the paper discusses the importance of the study of the history of the United States. It is argued that a knowledge of the past is essential for a full understanding of the present and for the development of a sound policy for the future. The author points out that the study of history is not only a means of acquiring knowledge, but also a means of developing the ability to think critically and to make sound judgments.

4. The fourth part of the paper discusses the importance of the study of the history of the United States. It is argued that a knowledge of the past is essential for a full understanding of the present and for the development of a sound policy for the future. The author points out that the study of history is not only a means of acquiring knowledge, but also a means of developing the ability to think critically and to make sound judgments.

CHAPTER X

SECONDARY SCHOOL JOURNALISM: CONCLUSIONS AND SUMMARY

It has been the aim of this thesis to indicate the status of journalism in the secondary schools of the United States. It has attempted to do this through the following means: First, by an historical treatment of the development of high school journalism; second, by contrasting the objections to and the justifications of, secondary school journalism; third; by presenting the opinions of occupational journalists; fourth, by showing the relation of the publication to the course; and fifth, by discussing course content, teachers, and teaching methods as they apply to secondary school journalism.

Publications have long been a part of the high school program. One being known as early as 1829, in the Boston Latin School. The rise of courses in journalism in the secondary schools is a comparatively new movement. The development of secondary school journalism has been parallel with the fight for collegiate schools of journalism in many respects. The essential difference being in the objectives and intensity of such courses.

At present, after several decades of trial and error, secondary school journalism is soundly entrenched. Statistics relative to its actual extent are not available but indications

show it to be nation-wide in its scope. The greatest development has taken place in California and the states of the middle west. There appears to be a growing acceptance of journalism courses in the secondary school curriculum as an accredited subject. The biggest exception to this generalization is the New England attitude or apathy. It is contended that high school journalism is destined for even greater prominence in the future. The complexity of modern civilization has created a great need for active rather than passive courses.

The opposition to secondary school journalism has come principally from editors, teachers of English, and college teachers and departments of journalism. This does not mean that all people identified with these groups opposed the movement, on the contrary many of them enthusiastically supported it. Those who were opposed based their objections primarily on the vocational aspects of the course. The friends of high school journalism have fully expended themselves to eradicate the justifiable objections. They have been largely successful.

When the controversy over secondary school journalism was at its height many came to its defense. There were many more, at least in print, who defended it than opposed it. The defenders pointed first to the aims of the courses in journalism which were compatible with educational objectives,

with social needs, and with the needs and interests of the students themselves. When English teachers and college journalism associations swung over to the side of the defense the bulwark of the opposition was broken. Today those two outstanding opponents are doing much to advance and improve high school journalism.

The controversy is not over, however, in the minds of editors if the limited number consulted for this thesis can be regarded as representative. The occupational journalists whose opinions were sought for a preceding chapter were equally divided, for and against, in respect to secondary school journalism.

High school journalism for years has been inseparable from publications. Even today there is considerable confusion over the terms. The modern tendency is to look upon them as distinct entities. Many schools produce their publications in the journalism classes. Leading writers feel that the publication is an important adjunct of the journalism course, but that it should be kept out of the class room. The principles and practices of newspaper production can be taught in the courses and the application of them can take place in the publication outside of class.

The content of courses has developed from embryonic 'motivated English' and 'news writing' to high school departments of journalism, with programs patterned after the fashion

of college schools of journalism. These are the two extremes. There has been great variation in the content of journalism courses. State unification has been aided by official state courses of study in many states. A recent report on the content of high school journalism courses, produced by a joint committee from the American Association of Teachers of Journalism and the American Association of Schools and Departments of Journalism, will undoubtedly prove very helpful in the standardization of course content.

The teaching methods have also varied with the difference in the scope of the courses. In many schools it was merely enlivened English composition. In an other extreme was the practice of conducting a veritable newspaper plant on the school premises. The current tendency is to teach high school journalism through the means of the same educational methodology employed in other secondary courses, modified, of course, by the difference in the subject matter. The amount of time and equipment allotted the course, the aims of the course, the location and size of the school, and the background and ability of the teacher will greatly influence the teaching of the course.

The problem of an adequate teacher has been a thorn in the side of secondary school journalism since its inception. The possible teachers of the subject seem to be limited to three classes--the occupational journalist, the English

teacher, or the journalism school graduate. There are objections to all three. The answer to the riddle seems to be in requiring the English teacher to acquire as many of the capacities and training essentials of the other two as he possibly can. The success of the teacher, as in other educational fields, will depend upon his background, his personality, and his ability to use the educational principles. Acquiring these qualifications in the proper degree will involve professional training in the educational field, academic and occupational preparation in journalism, and a deep interest in and understanding of, human nature.

The purpose of this thesis has been to present an overview of secondary school journalism in its past, present and probable aspects. In the absence of a similar study it was hoped that some benefits would accrue. Certainly the author has derived considerable advantage from the work (and that is an essential aim of a thesis) and he would like to feel that others, interested in the field, will find his work helpful to them.

CHAPTER XI

SECONDARY SCHOOL JOURNALISM: BIBLIOGRAPHY

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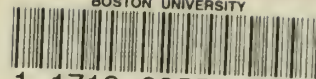
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